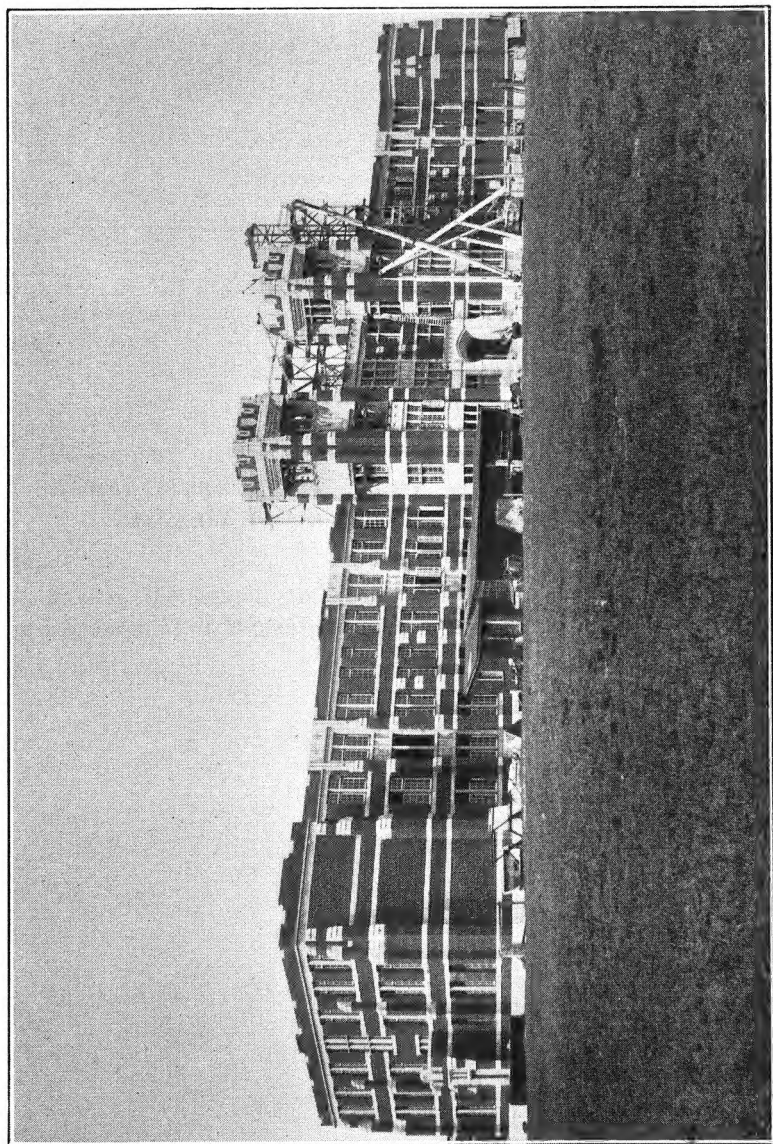


Sixteenth Annual Report
OF THE
Department of Education
OF THE
Province of Alberta
1921

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1922



PROVINCIAL INSTITUTE OF TECHNOLOGY AND NORMAL SCHOOL, CALGARY

DEPARTMENT OF EDUCATION,

EDMONTON, December 31, 1921.

To His Honour

ROBERT GEORGE BRETT,

Lieutenant Governor of the Province of Alberta.

SIR,—

I have the honour to transmit herewith the Annual Report of the Department of Education for the year 1921.

Your obedient servant,

PERREN BAKER,

Minister of Education.

CONTENTS

	Page
I. Letter of Transmission	5
<i>Hon. Perren Baker</i>	
II. The Deputy Minister:	
(1) Report of Deputy Minister	11
<i>J. T. Ross</i>	
(2) Report of Inspectors of High Schools.....	14
<i>J. A. Smith and G. A. McKee</i>	
(3) Report of Supervisor of Consolidated Schools.....	18
<i>Jos. Morgan</i>	
(4) Report of Supervisor of Schools Among New Canadians	21
<i>F. S. Carr</i>	
III. Supervisor of Schools:	
(1) General Survey, Supervisor of Schools.....	24
<i>G. F. McNally</i>	
(2) Report of the Registrar.....	30
<i>H. J. Spicer</i>	
(3) Report of Calgary Normal School.....	35
<i>E. W. Coffin</i>	
(4) Report of Camrose Normal School	41
<i>W. A. Stickle</i>	
(5) Report of Edmonton Normal School.	46
<i>C. Sansom</i>	
IV. Chief Inspector:	
(1) Inspection in Alberta	49
<i>G. W. Gorman</i>	
(2) Attendance	100
<i>D. C. McEachern</i>	
V. Report of School Libraries and Free Readers Branch.....	103
<i>Wm. H. Noble</i>	
VI. Report of Debenture Branch	107
<i>F. Shannon</i>	
VII. Technical Education:	
Report of Director	111
<i>D. A. Campbell</i>	
VIII. General Statistics	121
<i>I. V. Hall</i>	
Index	145



EDMONTON, ALBERTA,

December 31, 1921.

HON. PERREN BAKER, M.P.P.,

Minister of Education,

EDMONTON, ALBERTA.

SIR,—

I have the honour to submit herewith the Report of the Department of Education for the year 1921. It includes reports of the following divisions: The Deputy Minister, the Supervisor of Schools, the Chief Inspector, the Assistant to the Deputy Minister, the Director of Technical Education, and Statistics relating to the progress of education in the Province for the year.

I have the honour to be, Sir,

Your obedient servant,

J. T. ROSS,

Deputy Minister of Education.

REPORT OF THE DEPUTY MINISTER OF EDUCATION

HON. PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—I have the honour to submit herewith the annual report of the Department of Education.

The year 1921 was a year which will be long remembered on account of economic conditions due to collapse in prices of farm products and the gradual deflation of prices of other commodities. These conditions were not so detrimental to education as might have been expected. The period of adjustment brought with it as a natural consequence the curtailment of expenditures by corporations and individuals, and the curtailment brought about stagnation in business and industry, and unemployment. Young boys and girls whose services were formerly in great demand were, on account of the business depression, unable to secure employment. The inducement to leave school being thus removed, they decided to continue their studies, and have attained a higher educational standard than formerly.

The increase in the attendance in all the high and continuation schools of the Province has been very large, and the trustee boards in many districts will be compelled to provide new schools for the accommodation of the students in Grades IX, X, XI and XII. Not only is there a great increase in the number of students in the high schools, but there is a very marked increase in the number of rural schools doing work in Grades VIII, IX and X. This year the Grade VIII examination was held in each rural school that had candidates who expressed a wish to take the test, and examinations for this grade were held in 1078 centres.

There are two problems that must be solved before all of the children in this Province will be given an education which will equip them for taking an intelligent part in the affairs of the local community, the Province and the Dominion, and each of these problems can only be solved by the raising of more money for educational purposes. The first is the keeping in operation of a yearly school in each school district in the Province, and the second is the securing of an adequate supply of capable and enthusiastic teachers. Some advance has been made toward the solution of the first problem in 1921, as more of the rural schools were in operation in this year than in former years, but even yet a large number can only operate during a portion of the year, although they are given assistance in the form of a special grant from the Government. The supply of teachers is more nearly meeting the demand, but many of our schools cannot secure well trained instructors who are not only capable of storing the mind of the child with useful knowledge, but also of developing and training its faculties. If our Province is to attain a high stand-

ard in education it is necessary for the wealth of the Province to contribute toward the assistance of the newer and the less wealthy school districts, in order that the children in these latter districts may have an opportunity for an education. We all agree that the children are the greatest asset of the state, and that the betterment of the state depends on their education, and therefore the resources of the Province must be tapped for the purpose of securing a good yearly school for all children.

I will here quote the opinion of two of the leading educationalists in the Anglo-Saxon world. Mr. Fisher, Minister of Education for Great Britain, says:

“Obviously the first requirement of a better England must be better education, and, especially, more education for the children of the people.”

Mr. John Finley, ex-Superintendent of Education for New York State, says:

“That nation which employs the best teachers with the highest pay and as a part of the best school system will be the best governed and therefore the greatest nation. Of that I am absolutely certain. No people which does not respect education will demand and support good government, and if there is not a vital impulse running through its education the people of no nation can be expected to respect it.

“I believe, and an increasing number of other people are beginning to believe, that education lies at the root of happiness for every people. Worthy education is impossible where inferior teaching forces are employed, and only inferior teaching forces can be secured where inferior pay is offered. Where teaching is inferior good government cannot be expected.”

The Provincial Trustees' Association, which did not have a meeting during the last few years, held a Convention in Calgary, in February. It was attended by more than 1,200 delegates, who represented all parts of the Province and all types of schools in operation in Alberta. The papers read and the discussions following the reading of the papers were connected with subjects such as school organization, types of school units for administration purposes, teachers' organizations and the trustees' relation to them, and problems connected with their annual conventions. The Convention revealed the fact that the trustees are endeavouring to make the present school system effective, and are looking forward to a type of school that will provide high school privileges for the children in rural districts, and a system of supervision that will raise the standard of teaching in all schools.

The Secondary Consolidated School Act, which was passed by the Legislature, gives authority to two or more school districts to unite for the purpose of organizing a rural high school. The consolidated district is administered by a board of trustees that is selected by the board of trustees of each unit appointing one of its members to act as its representative on the school board of the consolidated district. The money required to operate the school is raised by a tax levied on all the taxable property in each district, each district contributing in

proportion to the assessed value of its property, and a grant of \$4.00 per day from the Government. The grades taught in the school must be those above the seventh, and should include the eleventh.

Two such districts were formed during the year; the one located at Fleet, and the other at Irma. In the former Grades IX to XI are taught, and in the latter Grades VIII to XI. These schools are doing very satisfactory work, and rendering excellent service to the communities.

Provision has been made whereby the Minister may appoint a Board of Conciliation consisting of three members; one of which represents the trustees of the Province, one the school teachers of the Province, and a chairman who represents neither the trustees nor teachers. The Board may inquire into and investigate any disagreement or dispute between trustees and their teacher or teachers, when such dispute or disagreement relates to the proper carrying out of the contract entered into between the board of trustees and the teacher or teachers.

There were two requests for an investigation by the Board and each was the result of the board of trustees terminating the contract with the teacher. In one case the contract was terminated in accordance with Subsection 2 of Section 155 of the School Ordinance, and therefore there was no necessity for an investigation. In the other case there was a dispute with regard to the validity of the notice of termination of the contract, and an investigation was made by a Board of Conciliation.

The present financial condition in many of the school districts of the Province is far from being satisfactory, but the outlook for the future is hopeful. There is an increasing interest in education by the average citizen, and a real appreciation of the value of education by the average trustee who is eager to receive suggestions, and ready to make desirable or necessary improvements and expenditures in the interests of education.

I have the honour to be, Sir,

Your obedient servant,

J. T. Ross,

Deputy Minister.

REPORT OF INSPECTORS OF HIGH SCHOOLS

HON. PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—We have the honour to submit for your consideration the report of our inspection work in the Secondary Schools of the Province during the year 1921.

All of the schools assigned us have received one, and in most instances two, inspections in the course of the year, and our reports on the work of these schools have already been submitted to your department. The usual practice of conferring with individual teachers and with groups of teachers engaged in teaching the same or allied subjects, and of discussing details of organization and methods with the Principal from time to time during the visit, has been in the main adhered to. In many of the towns and villages meetings have been held with the members of the board where all possible improvements in school facilities have been frankly discussed. Where it is impossible to get the trustees together, a consultation is held with the Chairman of the board.

September, 1921, witnessed a marked increase in the number of boys and girls taking advantage of the educational facilities offered by the secondary departments of our schools. The problem of providing accommodation is pressing heavily upon many boards of trustees. The general school population has been increasing rapidly and since the year 1914 there has been little or no building undertaken. In many centres every available inch of space has been utilized and all kinds of makeshifts resorted to in an effort to tide over the situation until the money and building material markets become more normal. Taxation, too, continues high and every available source of revenue appears to be worked to the limit. Trustees and ratepayers appreciate the need of improved accommodation but hesitate to make a move in the face of the burdensome taxation and the high building costs.

The difficulty of providing accommodation is responsible for a growing feeling that the burden of educating non-resident pupils is falling too heavily upon the ratepayers of town and urban centres. Some boards have expressed to us the opinion that this financial burden would be lighter if they excluded non-resident pupils and forfeited the Government grant for this purpose.

The sources of revenue for school financing which have hitherto sufficed appear now to be inadequate. The mill rate in the majority of places has possibly reached the maximum and the ratepayer is paying to the limit of his ability. It is hardly to be expected that the cost of educational service will lower materially. School plants which conserve the health and serve the best interests of the children will continue to cost much money. The efficient teacher's salary should continue to increase and there is great need of considerable expendi-

ture in the matter of general and scientific equipment. The only remedy seems to lie in the discovery of other sources of revenue which are general rather than local in their application.

Secondary education is offered in a large number of schools which do not come under our jurisdiction. Consequently statements made in this report refer only to such schools as have one or more rooms devoted exclusively to the work of Grades IX to XII.

In these schools 204 teachers are engaged in secondary education work. Of these 159 are University graduates holding First Class Certificates; 41 have First Class standing and 4 hold Second Class Certificates. In the smaller centres where the enrolment in Grades IX, X and XI becomes too large for one room and, along with Grade VIII, is divided into two groups, care should be exercised in the selection of the second teacher. Owing to an indisposition to pay the salary required by a University graduate, the tendency is to select a teacher whose academic qualifications are questionable as regards high school teaching.



MODERN NEW SCHOOL BUILDING AT CANMORE

On the whole very efficient service is being rendered by the high school teachers in the smaller centres in spite of the burdensome character of their work. Our present system of high school inspection is bringing these teachers, who have hitherto been isolated, into touch with the experiences of other teachers who are attacking similar problems. Consequently there is a general improvement in the matter of organization and method. Splendid results were achieved by the pupils of many of these small schools at the Departmental Examinations and the percentage of successful pupils was high.

The urban schools are as a general rule manned by staffs of scholarly and experienced teachers who have the opportunity of benefiting from the experience of those with whom they are associated in the same phase of school work. In our opinion the teaching efficiency in some of these urban centres has decreased during the past year. The initial salary offered by these boards is not high

enough to attract the teacher with the required scholarship, training, and experience.

The teaching efficiency in the various subjects of the Course of Study is, on the whole, fair. Possibly the best results are being attained in the mathematical and science subjects, although the students appear to display a weakness in attacking arithmetical problems and the generally meagre science equipment militates against much individual experimental work on the part of the students and against the most effective demonstration work on the part of the teacher. The teaching of English Literature appears in too many cases to be degenerating into a mere study of the meaning of words rather than a helpful interpretation and appreciation of the literary selections. In History, only fair results have been obtained. The weakness seems to be in the failure of the teacher's method to develop in the student a proper sense of historical value and the ability to satisfactorily organize his or her historical information. The poorest results of all are being obtained in Spelling, Writing, English Grammar, and English Composition, although in the latter subject there has been an improvement noticeable during the past year. There are great variations in the standards of achievement in Art in the smaller schools. We continue to impress upon teachers the helpful service of the Summer School Course in this subject provided by your Department. The results in the teaching of foreign languages will not be of as high an order as they should be until these languages are put on a better basis than at present prevails in our course of study.

The study of languages is developing slowly in the smaller high schools. While the burden on the teacher of the one-room high school is thereby increased, nevertheless he has the satisfaction of knowing that the boys and girls of his community are not to be handicapped if they decide to continue their education through the University.

In very few of the smaller high schools has physical training of any kind been given a place on the regular daily programme on account of the congested character of the time table. An unfortunate feature of the situation is that in almost every one of these small high schools, and even in many of the larger schools, there is no recreation room. Approximately five months of the school year are winter months and where there is no recreation room physical training and supervised physical exercises are practically impossible. In the city schools the organization for physical education is quite complete. The work is under the supervision and administration of physical training experts who, in addition to carrying out the regular programme of physical exercises, encourage and direct all phases of athletic activities.

We are pleased to find that in many of the schools an earnest effort was being made to develop the proper kind of school spirit among the students. Many school activities have been organized and are being directed and supervised by the members of the teaching staff. Public programmes rendered by the students; inter-school contests in debate, basketball, football, hockey, etc., are being utilized under favorable conditions to promote the best type of school spirit.

In a few of the smaller centres advantage is taken of the services offered by the Extension Department of the University of Alberta.

Lantern slides are rented and used not only for school purposes but also for general entertainment. The school performs a useful service in the community not only in providing educational entertainment through these lantern slides but in affording the pupils and citizens an opportunity of reading the books of the "Open Shelf" Library. The service of the schools in this respect could be more widely extended.

During the year Consolidated Secondary Schools have been established at Irma and Fleet and are now in operation.

The trustees and citizens of the town of Vegreville are to be congratulated on the creation of a modern four room high school building. It is to be hoped that the time is not far distant when modern high school facilities and wholesome school environment as found in Vegreville will be provided in many of the other towns of the Province.

We have the honour to be, Sir,

Your obedient servants,

J. A. SMITH,

G. A. MCKEE.

Inspectors of High Schools.

REPORT OF SUPERVISOR OF CONSOLIDATED SCHOOLS

HON. PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

Sir,—

I have the honour to submit for your consideration a report on consolidated schools for the year 1921.

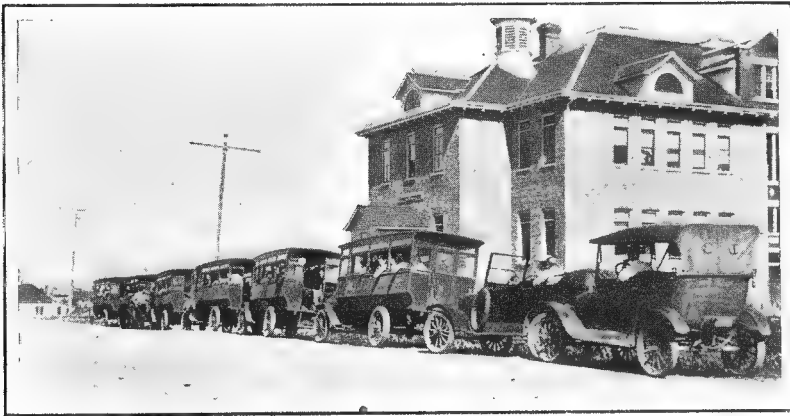
I took charge of this work on February 1st and I found that fifteen of the consolidated districts were operating one-room schools. These were small consolidations consisting of two and three units. They were, no doubt, formed because of the scarcity of school population within the districts, and the object was to collect a sufficient number of pupils at one centre to render work interesting to both teacher and pupils. The consolidation had the further advantage of setting free for work in other parts of the Province a number of teachers who would otherwise have been engaged with a small number of pupils.

In some cases the consolidated boards have erected two-room schools with a view to meeting the needs of the districts in the immediate future. Of these fifteen one-room consolidations seven have now reached the point where it will be necessary to engage the second teacher. This will permit better classification of the pupils and provide for more efficient instruction in the lower grades. It will have the further advantage that it will enable these districts to do a certain amount of High School work.

There are at present thirteen two-room consolidated schools in operation. Of these four operated as two-room schools for the first time during 1921. I was well satisfied with the efficiency of the work, both in the public and high school grades in these two-room schools. It shows a distinct advancement on that provided in the one-room rural school.

The remaining thirty-nine consolidated schools employed three or more teachers and thus offered all the advantages of a graded school. In many of these schools the training given in all subjects on the public and high school curriculum is as efficient as that provided in our towns and cities, and is practically along the same lines. This should not be the case in an ideal consolidated school. The course of instruction should be adapted to the requirements of the rural pupils. Before this can be done we must secure teachers for our consolidated schools who have the rural point of view. Up to the present very few of these have been obtainable. While the work of the teacher has been satisfactory from a purely academic point of view it has lacked the breadth required by the special conditions existing within the consolidated districts. Frequent change of teachers has also been detrimental to the progress of the consolidated schools.

There has been a marked increase in the number of pupils taking the work of Grade IX, X and XI during the past year. The grant for High School purposes based on the attendance for the fall term of 1920 and the spring term of 1921 amounted to \$8,700.00. A similar High School grant based on attendance for the fall term of 1921 and spring term of 1922 will exceed \$20,000.00. This indicates that the attendance in the High School grades has practically doubled during the year. This is a very encouraging feature, for it shows that efficient work is being done in the public school grades, and the pupils are reaching Grade VIII with the ability and the desire to pursue their studies still further.



SCHOOL VANS, NANTON CONSOLIDATED S.D., No. 50

During the year only two consolidated schools were formed, Eight Mile Lake district near Lethbridge and Buffalo Lake district in the Peace River country. The Eight Mile Lake consolidation consists of two units only and the attendance in each unit is small, and there will be only a one-room school in the district for the present. In the Buffalo Lake Consolidation there are three units, and two teachers are now employed. This will provide for graded work in a district that is purely rural and remote from any town or railway line.

In March, 1921, the Secondary Consolidated School Act was passed by the Legislature. It provided for the union of several districts for High School purposes only and makes no provision for the conveyance of the pupils. Two districts were formed during the past autumn under this Act, one at Irma and one at Fleet. In the case of Irma six districts united and a secondary consolidated school is now in operation with one teacher with twenty-three pupils doing the work of Grade VIII, IX, X and XI. In Fleet Consolidated school there are seventeen pupils doing the work of Grade IX, X and XI under one teacher. There has been considerable correspondence with regard to this new type of school in districts remote from high school centres. The year 1922 should see a number of these districts formed, especially if financial conditions should improve as the year advances.

Section 165 of the School Ordinance provides for the joint operation of two districts. This has been taken advantage of by eighty districts during the year. It may be considered a temporary form of consolidation to tide over a period when the number of children in each district is not sufficient to justify the employment of a teacher and still some means must be provided for the education of the few children in the district. These joint operations or temporary consolidations may lead to permanent consolidations in time, but in the larger number of cases each district will operate its own school as soon as the number of children in the district justifies the engagement of a teacher.

The consolidated districts as well as all other school districts have had difficulty in financing during the year. During the last three or four years the cost of operation has steadily increased. The turning point has now been reached, however, and the cost of conveyance during the latter part of 1921 was considerably lower than for previous terms. The consolidated schools, however, must at all times be more expensive than ordinary rural schools. Provision must be made for the payment of conveyance. The pupils attend more regularly and remain at school from one to three years longer than they do in rural schools. This necessitates the employment of more teachers. The High School work provided for in these schools requires teachers of special ability and their salary must necessarily be above the average.

During the year I have not endeavoured to form many new consolidations. My time has been given almost wholly to the improvement of the work in the schools already formed, and in giving assistance to school boards in the financial difficulties that are prevalent at this transition period.

I have the honour to be, Sir,

Your obedient servant,

J. MORGAN,
Supervisor of Consolidated Schools.

REPORT OF SUPERVISOR OF SCHOOLS AMONG NEW CANADIANS

HON. PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—I have the honour to submit the report for this branch for the year 1921.

The work for the year has been carried out along the following lines:

(1) Supervision and operation of schools among the New Canadians.

(2) Assisting school districts with the problem of affording accommodation for the teacher by means of the residence.

(3) The relief of congestion in rural districts through the erection of two-roomed schools.

(4) The operation and inspection of Evening Classes.

(5) Organization of territory among the New Canadians, in co-operation with the resident Inspector of Schools and the Organization Branch.

(6) All matters dealing with the furnishing of the senior room in rural centres with furniture suitable for community purposes.

(7) The consideration of the needs of rural, village and town districts for Physical Science equipment.

SCHOOLS AMONG NEW CANADIANS.

During the year 1921 as much time as possible has been spent among the trustees of these districts with the object of developing an interest in school affairs, a true knowledge of the value of education for their children and a desire for the best school facilities. As a result of this work, many of the Boards of Trustees are showing a desire to operate their school throughout the year. There is also observed an increasing demand for qualified teachers with experience and also a demand for teachers who are inclined to make a permanent home in the district in which they are engaged. The solution of the problem of education among the new Canadians lies in securing teachers properly qualified for this work and interested in it and in obtaining such conditions that the schools operate as yearly schools.

At the present time the problems in organization of territory among new Canadians deal with the re-arrangement of boundaries of existing districts as well as the erection of new districts. This re-arrangement is necessary for several reasons, viz., overcrowding of school, the erection of a two-roomed unit, the construction of railways with the consequent growth of small towns at the stations, etc.

It is also satisfactory to note that Boards of Trustees among the new Canadians, in the majority of cases, are quite capable of conducting the school business properly, with the result that, only in very exceptional cases, has it been necessary to have them cared for by an official trustee.

TWO-ROOMED SCHOOLS

During the present year, fifteen two-roomed units have been erected; in some cases an additional room being added to the one room already in existence, in other cases new two-roomed units being erected. Such a school structure offers exceptional opportunities to the districts in which they are erected since a two teacher unit can afford to do the work in grades IX and X, when the demand for such a type of work arises.

Though there are districts existing where the school attendance demands at least the consideration of relief in the form of a two-roomed school, yet the sudden fall in price of raw products and the consequent blow to rural finances has brought about an attitude of caution which during the present year has caused the postponement of several two-roomed projects.

TEACHERS' RESIDENCES.

During the present year twenty-seven residences have been erected. In some cases these have been built to replace cheap shacks erected by the Board in former years. In other cases the residence is an entirely new venture in the district. It has been found that from the standpoint of the district, the presence of a neat residence properly furnished acts as an inducement in securing a good teacher; that the residence tends to hold the teacher and give a continuity of service that works so well to the betterment of education. From the standpoint of the teacher, the residence affords that opportunity for privacy and rest that a boarding house cannot supply; the fact that usually the residence and fuel are supplied free of cost proves attractive from the financial viewpoint.

EVENING CLASSES.

Quite early in the autumn of this year a campaign was instituted to interest the Boards of Trustees of the Province, especially among the New Canadian schools, and the Inspectors of Schools, in Evening Classes. The response has been very good and a satisfactory increase in the schools conducting evening classes has been noted. There is no doubt that this medium furnishes one of the most important means for reaching the people of our province who are over school age. Especially is this means of value among the settlers who speak no English or speak English with difficulty. Evening classes afford such of these as have a spark of ambition to succeed among the English speaking, the means of gratifying that ambition. During the present year it was felt that Evening Classes would be appreciated nearer their true value if there were evidences that the Department of Education expected a certain standard of work to be carried on in them. To this end, an effort is being made to have an inspection made of these schools.

Regarding the students who take advantage of Evening Classes, it is found that the majority are men. The greater number seem to be between the age of twenty and thirty, though in one case a man of seventy-five was found in attendance at these classes, trying to acquire the knowledge of reading in English.

It has been found that there is a growing sentiment through the rural districts that the school should be used for other purposes than purely school purposes. In many of the two-roomed units, the senior room is being equipped with furniture not only suitable for senior students but capable of being adapted for the use of adults. Such a course is highly commendable since it not only makes the school plant a community centre but also gives a greater amount of use of this plant in return for the investment.

To summarize the results of the year, it might be said that though building costs have come down considerably yet building through the rural districts has been retarded this year since the drop in the price of farm products has far exceeded the fall in building prices. It is to be hoped that with the New Year business may be stabilized. With this should come renewed confidence. Boards of Trustees would then feel free to proceed with such projects as conditions demand.

There is no doubt that the measures instituted for the betterment of education through the rural communities, are meeting with success. Students from the New Canadian schools are seeking advanced education in ever increasing numbers. Young people of New Canadian parentage are taking their places as teachers and principals in our schools and are establishing reputations for doing capable work. Two-roomed schools are instituting classes in secondary education. It is found that the school equipped with a teacher's residence proves in most cases very attractive to teachers desirous of securing a position and that there is a tendency for such a teacher to remain more than one year.

I should like, in closing, to express my appreciation of the kindness of my predecessor; on every occasion on which it was required, he has gladly given of his time and knowledge to assist me in dealing with the various problems that arose in connection with the work of this branch.

I have the honour to be, Sir,

Your obedient servant,

F. S. CARR,
*Supervisor of Schools Among
New Canadians.*

REPORT OF SUPERVISOR OF SCHOOLS

HON. PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

Sir,—

I have the honour to submit for your consideration my third report as Supervisor of Schools for the Province. The work of this division will be discussed under the following heads—(1) Certification of teachers, including all the activities of the Registrar's branch, (2) Teacher training, (3) Curriculum revision, (4) Teachers' Conventions, (5) School Fairs, (6) Text Books and departmental publications.

A full report of the activities of the Registrar, including statistics as to the number of certificates granted in 1921, the number of students writing on the departmental examinations and the results, a statement of the work of the Teachers' Bureau and a summary of what was accomplished in keeping the schools in operation, is appended hereto.

TEACHER TRAINING.

NORMAL SCHOOLS.

During the year the Department maintained four institutions for the training of teachers, three Normal Schools for those just entering the service and a Summer School of five weeks for the better preparation of teachers in service. Detailed reports of the work of the Normal Schools have been furnished by the Principals and are included herewith. Early in the year the Department decided to open the Normal Schools in August that the thirty-three weeks of training might be completed by Easter, 1922. Experience had shown that the greatest shortage of teachers was likely to occur between March 15 and April 15. As a consequence it was felt that the interests of the schools would be better served by having the teacher training courses end at Easter rather than at a later date. When the schools opened in August a larger number enrolled for the training than ever before in the history of the Province. Approximately five hundred and thirty new teachers will be available for work in Alberta schools early in 1922. The policy of loaning government money to students to enable them to qualify as teachers was continued throughout the year and as stated last year the results have amply demonstrated the wisdom of the plan. Were it not that this loan is available fully 35% of the students now in attendance would have been unable to proceed with the Normal course, would have taken up other work in the meantime and probably have been lost to the profession. It is confidently expected that by September of 1922 the supply of teachers will be fully equal to the demand, a condition not approached since 1914.



GIRLS' CLASSES IN PHYSICAL EDUCATION, EDMONTON SCHOOLS

Early in 1920 an emergency short course of Normal training was provided to tide over the teacher shortage due to the lengthening of the regular course of training to one year. Approximately 100 students took advantage of this course, receiving temporary certificates good for two years. Provision was made for further training of these teachers during the year just closed. Up to December 31, 1921, thirty of these had completed the requirements for full certification and forty-five had enrolled for the term opening in January, 1922. The retention of 75% of this class in the profession indicates clearly that it has a much greater holding power now than at any time during the past eight years.

THE SUMMER SCHOOL.

The ninth session of the Summer School for Teachers was held at the University of Alberta, Edmonton (South), during the five weeks from July 5th to August 5th, 1921, with an attendance of approximately one hundred over that of any previous year. The attendance since the opening of the school in 1913 has been as follows:—80, 167, 310, 320, 303, 210, 345, 376, and 467. In addition to the 467 who were in actual attendance this year there were 57 who made application for admission but later found, for different reasons, that they would be unable to attend.

It is through the co-operation of the University, Normal School and Inspection staffs and other teachers throughout the Province, that the Summer School is enabled to offer the large range of courses annually included in its programme. The staff of instructors this year comprised 44 members, 16 from the Normal Schools, 2 from the Inspection staff, 5 University professors, 9 from the Edmonton school staff, 3 Edmonton doctors who gave lectures in First Aid, Home Nursing and Hygiene, and one Edmonton school nurse who had charge of the practical work in these courses and the general supervision of the health of the staff and students, and 8 teachers from points outside of Edmonton. One of the staff, Miss Lees, was unable on account of illness to continue her classes in Organized Play, to the great regret of staff and students alike.

Several courses were offered for the first time this year, making a total of 100 classes with an average attendance of 16.36. This number of classes included work in 90 different subjects, ten of which had two divisions. The following is a list of the courses offered for the first time:—

- Geography.
- Primary Art Methods.
- Physical Training (advanced).
- Posture Training.
- Methods in Music III.
- Ear-training and Sight-singing III.
- Music Theory II.
- Materials and Methods in History.
- Fundamentals in Mathematics.
- Religion, Ethics and Economics.

Grade XI Subjects:

- Geometry.
- History.
- Arithmetic.
- Literature.
- Algebra.

University Subjects:

Mathematics (7).
 French (5 and 4).
 History (2).
 Chemistry (1).

During the session special evening lectures were given by Mr. Arnold and Mr. Van Tausk on the subjects of Penmanship and "The Rural School in relation to the Community which it serves." Miss Skilling, of Toronto, was present on different occasions and gave demonstrations of the variety of school work which could be accomplished by the use of a Grafonola.

Distribution of Students:

Edmonton	80
Calgary	23
Medicine Hat	15
Lethbridge	10
Wetaskiwin	4
Red Deer	6
Town Schools ..	69
Village Schools	44
Consolidated Schools	15
Rural Schools	196
British Columbia	1
Saskatchewan	2
Manitoba	1
Scotland	1
	467

CURRICULUM REVISION.

ELEMENTARY SCHOOL.

Early in the year the work of re-writing the curriculum of the elementary school was undertaken. Two committees were appointed, the first a lay committee composed of representatives of various organizations was made up as follows:

Mrs. R. B. Gunn, United Farm Women of Alberta.
 Mrs. A. H. Rogers, Women's Institutes.
 P. Baker, United Farmers of Alberta.
 Walter Smitten, Alberta Federation of Labor.
 H. J. Spicer, Alberta Education Association.
 W. A. Hamilton, Alberta Trustees' Association.
 H. A. Malcolm, Alberta Trustees' Association.
 G. A. Clayton, Alberta Teachers' Alliance.
 J. T. J. Collisson, National Council of Education.
 J. E. Wodell, Calgary Herald.
 John Howey, Edmonton Bulletin.
 Dr. A. M. Scott, Superintendent of Schools, Calgary.
 Jno. W. Russell, Inspector of Schools, Camrose.
 J. A. Valiquette, Associated Boards of Trade.
 G. Fred McNally, Supervisor of Schools, CHAIRMAN.

This committee considered the material which had been gathered as a result of the questionnaire and laid down the broad lines along which the revision was to be made. These suggestions were placed in the hands of a professional committee composed of the following educationists:—W. G. Carpenter, W. A. Stickle, G. S. Lord, Rev. W. E. Cameron, H. L. Humphreys, F. Speakman, Miss K. Chegwin, W. D. McDougall, Miss B. McDonald, Mrs. M. C. Bell, and Mr. G. F.

McNally, Chairman. To this committee was committed the actual task of re-writing the various courses. The professional committee has held meetings from time to time during the year, has employed the services of specialists in drafting outlines in the subjects to be included, and expects to be able to present these for your consideration early in the new year.

SECONDARY SCHOOL.

It was not deemed wise to proceed with the revision of the curriculum of the secondary schools until the lines of change in the elementary course had been pretty well decided. In October in response to your invitation the following persons were named to represent their respective organizations on a High School Revision Committee:

Mrs. R. B. Gunn, United Farm Women of Alberta and United Farmers of Alberta.
 Mrs. A. H. Rogers, Women's Institutes.
 Mrs. S. A. Anderson, Women's University Club.
 Walter Smitten, Alberta Federation of Labor.
 J. G. Taylor, Alberta Education Association.
 W. A. Hamilton, Alberta School Trustees.
 E. D. MacPhee, University of Alberta.
 D. A. Campbell, Director of Technical Education.
 Rev. W. E. Cameron, Separate Schools.
 J. E. Hodgson, Superintendent of Schools, Lethbridge.
 G. A. McKee, Inspector of High Schools, Edmonton.
 J. A. Smith, Inspector of High Schools, Calgary.
 H. C. Newland, Alberta Teachers' Alliance.
 J. H. Hanna, Associated Boards of Trade.
 G. Fred McNally, Supervisor of Schools, CHAIRMAN.

Two meetings of this committee were held before the end of the year and substantial progress made.

TEACHERS' CONVENTIONS.

The annual meeting of the Alberta Educational Association was held in Edmonton during Easter week. Dr. F. W. Merchant, of Toronto, Director of Technical Education for the Province of Ontario, was the principal speaker from outside the province. His long service to Canadian education, broad experience and thorough grasp of his subjects made his contribution to the meeting a noteworthy one. Approximately twelve hundred teachers were in attendance.

During the fall term not less than thirty gatherings of teachers in conventions or institutes were held. More than twenty-five hundred teachers attended these meetings and reports from inspectors and teachers testify to the value of the smaller meetings. As in former years representatives from the Normal Schools and the Department assisted the Inspectors in providing programmes.

SCHOOL FAIRS.

In 1921 eighty-nine School Fairs were held. These fairs were organized and carried on through co-operation on the part of this Department with the Department of Agriculture. A school fair booklet is prepared jointly by the two departments and issued for the guidance of the various School Fairs' Associations, as the local committee of management is described. The local inspector and district

agent co-operate with the local committee in perfecting arrangements. Exhibits of school work have increased very greatly during the past two years until the fair is now quite a factor in improving the quality of work in many schools.

TEXT BOOKS.

The inter-provincial committee made its selection of readers for the elementary school at its October meeting. As a result of this selection Alberta children will soon have a five book series of readers planned for the first six grades of the elementary schools. Two committees examined the readers chosen with great care and suggested many substitutions. Later representatives from Alberta met with similar committees from the other provinces to make a joint recommendation as to these eliminations and substitutions to the inter-provincial committee. The publishers are now engaged in having the books set up in accordance with these requirements.

New arithmetics were authorized during the year and went into use in the schools at the opening of the current school year. Text books in British history and geography are now under consideration.

I have the honour to be, Sir,

Your obedient servant,

G. FRED MCNALLY,

Supervisor of Schools.

REPORT OF REGISTRAR

HON. PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—I have the honour to submit for your consideration the following report of the Registrar's Branch of the Department of Education for the year 1921.

EXAMINATIONS.

In order to meet a growing demand that greater opportunity and encouragement be given to the pupils in the rural schools, the privilege of writing on the Departmental Examinations at their own schools was extended to all Grade VIII candidates throughout the Province. In most cases the regular teachers conducted the examinations, a few boards availing themselves of the privilege of exchanging teachers with neighboring districts for examination week.

The adoption of this policy made it possible for many candidates to write on the examination who otherwise might have been deprived of this privilege. The number of Grade VIII candidates who wrote increased from 3,272 in 1920 to 4,368 in 1921, with a proportionate increase in the number who were successful.

Promotions from Grade IX to X were made in accordance with the following section of the Regulations:

“Pupils may be promoted from Grade IX to Grade X upon the recommendation to the Department of Education of the Superintendent of Schools; or, where no Superintendent is employed, of the Principal in charge of the school. That a uniform standard for the Province may be maintained, the Department of Education will provide examination papers for all pupils in the prescribed subjects, which examination shall form the basis of the above mentioned recommendation. The examinations will be held during June, and the examination papers and time-table will be forwarded to each school preparing students for the Grade IX examination not later than May 31st of each year. The answer papers shall be valued by the teacher in charge of this grade and shall be forwarded to the Department of Education prior to July 15th, together with a report of the marks obtained by each student.

“Teachers shall advise the Department, prior to April 15th, as to the number of Grade IX students desiring to write upon this examination.”

The total number of promotions made in Grades X, XI and XII was very satisfactory, indicating that good service is being rendered by the teachers throughout the Province.

The attached table indicates the number of diplomas issued to successful candidates. This applies also to those students who were

promoted upon recommendation of the principal or superintendent of schools.

DIPLOMAS ISSUED, 1921

Grade VIII	3709
Grade X	998
Grade XI	779
Grade XII	242
Senior Commercial	39
Commercial (Shorthand)	67
Commercial (Bookkeeping)	6

ACADEMIC EXAMINATION, 1921

Grades	No. of Candidates	No. of Successful Candidates	No. granted Conditioned Standing
*Grade VIII	4368	2589	...
*Grade X	1026	533	7
Grade XI	957	378	247
Grade XII	261	121	73
Commercial (First year)	141	89	...
Commercial (Second year)	48	30	9
Commercial (Shorthand)	75	64	3
Commercial (Bookkeeping)	9	5	1
†Others	460	...	...

Number of Grade VIII students granted promotion upon recommendation of principals	1120
Number of Grade X students granted promotion upon recommendation of principals	462
Number of candidates for May University Matriculation Examination....	231
Number of candidates for September University Matriculation Examination	328

*Only those students not entitled to promotion upon the recommendation of the principal were required to write.

†This number includes candidates for Grade XII, Parts I and II, Matriculation and Special Cases.

CERTIFICATES.

The following table indicates the number of teachers who received certificates during the year and the place where their training was received:

PROVINCIAL CERTIFICATES GRANTED.

	Alberta	Other Provinces	British Isles	Total	Grand Total
<i>(a) Interim Certificates:</i>					
Academic Class to Alberta Teachers	20	...	...	20	
Academic Class to Teachers from Saskatchewan	...	1	...	...	
Academic Class to Teachers from Ontario	...	3	...	6	
Academic Class to Teachers from Nova Scotia	...	2	...	3	29
Academic Class to Teachers from England	...	...	3	...	
First Class to Alberta Teachers	109	...	...	109	
First Class to Teachers from British Columbia	...	1	...	...	
First Class to Teachers from Saskatchewan	...	1	...	...	
First Class to Teachers from Manitoba	...	1	...	...	
First Class to Teachers from Ontario	...	17	...	...	
First Class to Teachers from New Brunswick	...	5	...	30	139
First Class to Teachers from Nova Scotia	...	5	...	...	
Second Class to Alberta Teachers	257	...	...	257	
Second Class to Teachers from British Columbia	...	1	...	...	
Second Class to Teachers from Saskatchewan	...	14	...	...	
Second Class to Teachers from Manitoba	...	2	...	...	
Second Class to Teachers from Ontario	...	53	...	...	
Second Class to Teachers from Quebec	...	5	...	...	
Second Class to Teachers from New Brunswick	...	4	...	...	
Second Class to Teachers from Nova Scotia	...	24	...	103	
Second Class to Teachers from England	...	...	12	...	
Second Class to Teachers from Ireland	...	...	1	...	
Second Class to Teachers from Scotland	...	...	7	20	380

PROVINCIAL CERTIFICATES GRANTED—CONTINUED.

	Alberta	Other Provinces	British Isles	Total	Grand Total
Third Class to Alberta Teachers	34	...	...	34	
Third Class to Teachers from British Columbia	...	11	...		
Third Class to Teachers from Saskatchewan	...	22	...		
Third Class to Teachers from Manitoba	...	12	...		
Third Class to Teachers from Ontario	...	24	...		
Third Class to Teachers from Quebec	...	5	...		
Third Class to Teachers from New Brunswick	...	14	...		
Third Class to Teachers from Nova Scotia	...	46	...		
Third Class to Teachers from Prince Edward Island	...	17	...	151	
Third Class to Teachers from United States	...	29	...	29	
Third Class to Teachers from England	...	...	6		
Third Class to Teachers from Ireland	...	...	1		
Third Class to Teachers from Scotland	...	...	2	9	223
(b) Professional Certificates.					
Academic Class to Alberta Teachers	18	...	...	18	
Academic Class to Teachers from Saskatchewan	...	1	...	1	19
First Class to Alberta Teachers	156	...	...	156	
First Class to Teachers from British Columbia	...	6	...		
First Class to Teachers from Saskatchewan	...	1	...	7	163
Second Class to Alberta Teachers	344	...	...	344	
Second Class to Teachers from British Columbia	...	10	...		
Second Class to Teachers from Saskatchewan	...	10	...		
Second Class to Teachers from Manitoba	...	6	...		
Second Class to Teachers from Nova Scotia	...	1	...	27	371
(c) Provisional Certificates.					
Provisional Certificates (Permits)	729	...	...		729

TEACHERS' BUREAU

The Teachers' Bureau continues to give free service to both teachers and boards of trustees. It is difficult to estimate the value of this branch of the Department but there is no doubt that the service rendered justifies the expense entailed in maintaining the Bureau. The work is largely confined to securing teachers for the outlying rural schools where the lack of communication makes it difficult for the boards to get in touch with teachers who desire positions. The Bureau assumes no responsibility for the actual agreement which is entered into between the board and the teacher but acts as a medium in giving information which will assist teachers in securing positions and school boards in obtaining teachers for their respective schools.

OPERATION OF SCHOOLS.

Owing to the unusual financial situation that has prevailed throughout the Province, it has been increasingly difficult for school boards to maintain their schools in operation for the full school year. Through Government loans and increased grants, many districts have been able to operate their schools for a much longer period than would



FIRST DAY OF SCHOOL, DUCHESS S.D. No. 3506

otherwise have been possible, so that on the whole it may be said that the operation of schools has been very satisfactory, considering the prevailing financial situation. The supply of qualified teachers is not yet adequate to the demands but we are glad to note that the number of teachers qualifying in our Provincial Normal Schools continues to increase.

During the year 1921, Mr. George K. Haverstock, B.A., resigned the position of Registrar to accept the appointment of Inspector of Schools for the Hardisty Inspectorate.

I have the honour to be, Sir,

Your obedient servant,

H. J. SPICER,
Registrar.

REPORT OF THE PROVINCIAL NORMAL SCHOOL, CALGARY, ALBERTA

HON. PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—I have the honour to submit for your consideration the sixteenth Annual Report of the Provincial Normal School, Calgary, for the year 1921.

Part of the work for this year has already been touched on in last year's report, in reference to the class for the session of 1920-21. The enrolment in this class was increased by five at the beginning of this year, three entering the First Class and two the Second. Of these, three had taken the short course in Edmonton in 1920, one had had a model school course in Ontario and one was a university graduate with experience in teaching. The figures for attendance in the two classes within the year, and for age, professional experience, academic standing and certificates obtained, are given below.

ATTENDANCE TABLE, 1921.

	First Class			Second Class			Totals		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Second Term 1920-21 ...	10	52	62	11	88	99	21	140	161
First Term 1921-22 ...	26	40	66	20	88	108	46	128	174
Totals ..	36	92	128	31	176	207	67	268	335

AGE AND PREVIOUS EXPERIENCE IN TEACHING.

	First Class				Second Class		
	Average Age	Less than 4 mos. exp.	4 mos. or more ex.	No exper.	Average Age	4 mos. or more exper.	No exper.
1920-21	19	1	18	43	18.7	21	79
1921-22	18.4	2	10	54	19	26	82

ACADEMIC STANDING FOR ADMISSION.

	Grade XI or equiv.	Under-graduates	Grade XII or equiv.	Graduates	Under-graduates	Total
Alberta	94	..	58	..	3	155
British Columbia	1	..	..	..	..	1
England	2	..	..	..	..	2
Nova Scotia	2	..	..	..	..	2
Ontario	3	..	1	..	..	4
Prince Edw. Is. .	1	..	..	..	..	1
Saskatchewan ..	1	..	2	..	..	3
United States ..	4	..	..	1	..	5
Quebec	..	..	..	..	1	1
	108		61	1	4	174

TABLE SHOWING CERTIFICATES OBTAINED.

(Including six former students who repeated the practice work.)

	First Class Interim	Second Class Interim	Third Class	Withdrew
Second Term 1920-21	63	94	9	1

On the instructions of the Minister, and because of the urgent demand for teachers, the 1920-21 session, which had opened on Aug. 24th, closed on April 8th. Special high school classes for conditioned students were continued until the May matriculation examinations. The general results of this experiment of "lowering the threshold" for admission do not warrant its repetition. Nor are any measures justified which may tend to encourage slackness in work in the hope of making up at a later opportunity. In most cases ample reason was apparent for the conditions with which these students were loaded.

However, for the session of 1921-22, opening August 22nd, the standards of admission were rigidly maintained, though many had the allowable one or two conditions in high school subjects. This is handicap enough and is especially troublesome when the conditions are in Physics or Chemistry, as students so conditioned may not readily find an opportunity to cover the laboratory work a second time. The night classes in the Calgary High Schools are convenient for this purpose during the Normal session, but very few can successfully carry the double burden of Normal and High School work involved. The following table shows the number of conditioned students in the several subjects.

1921-1922.

Literature	5	Geometry	11
Composition	6	Chemistry	3
(Eng. Lang. and History of Literature)	2	Physics	16
History	9	Latin	3
Arithmetic	14	French	3
Algebra	12	Agriculture	1

The third eight months' session opened, as has been said, on August 22nd, with a registration of 160. This was increased during the next few weeks to 174, comprising 66 firsts and 110 seconds, the largest enrolment on record. It was found necessary to subdivide both classes, and they now stand for the session as follows: IA, 40 women; IB, 26 men; IIA, 36 women, 20 men, and IIB, 52 women. A male enrolment of 26% is highly creditable for a Normal School, and while, no doubt, almost all are looking forward to university courses as soon as possible, there is always the chance of a certain number developing a permanent interest in educational work, if the outlook on the higher levels could only be made more attractive.

While academic equipment of the candidates of this session was noticeably superior on the average to that of their predecessors of the few sessions just preceding, there is still evidence enough that some-

thing must be let go from our overburdened intermediate and high school courses in the interests of thoroughness. The most alarming slackness is in ordinary command of written English. Spelling and punctuation are approaching a condition of anarchy, if not of chaos. Many students, well armed with opinions and smatterings in many subjects, though seldom with sure facts and convictions, write sentence after sentence with nothing more than a comma dropped for courtesy at the place where they have a dim consciousness that a sentence limit has been reached. Nearly all, no doubt, would avoid this error if they gave their conscious effort thereto; but the fact seems to be that correct habits have not been mastered to the point of automatic certainty. It is a fair contention that we are indulging in variety, especially in our high school courses, at too great a price. In the interest of prospective teachers, at least, let us reduce our compulsory list and not be found lagging behind the older provinces in this respect. In these reports, from year to year, a plea has been made for a real pre-vocational course for those who, in Grade XI or XII, are planning their future via the Normal School route. Now that the Teachers' Alliances or Federations in some provinces are taking up this question, there is some hope of action. But whether such a course is planned or not, we must beware lest, in our haste towards vocational specializing, we lose sight of the fundamental unity and purpose of the elementary school. As all lessons in the primary room are essentially language lessons, so all teaching in the elementary grades should have an eye to correct English.

OUTSIDE INFLUENCES.

One of the most difficult things to foster, even in teachers-in-training, is a disposition toward independent enquiry; e.g., into current affairs, local and abroad. It is almost appalling to have a young woman on the eve of her professional debut, admit that she seldom reads the newspapers, much less the journals of review and criticism. Of course, the time is short and details of work are pressing, but the will would find the way. Assignments are, in general, faithfully attended to, but the events of the day are left to men and women of affairs. To correct this notion we might do many things, were it not for the amount of academic review still found necessary. For instance, every local happening of public welfare significance might be reported on for discussion. We enjoy, too, a voice from outside on current questions. Through the good offices of a committee of the Canadian Club, we had two such outside speakers during the winter, viz., Mr. R. B. Bennett, K.C., on Jan. 28th, who gave a comparative view of the Canadian and United States Federal systems, and Mr. A. H. Clarke, K.C., on March 4th, who spoke on the Geographical Development of Canada.

Other outside speakers during the fall semester were: Oct. 27th, Mme. Bernieron, in the interests of the "Poppy Day" Reconstruction Fund; Dec. 2nd, Rev. Dr. Johnston of Grace Church, Calgary, on "Legends of the St. Lawrence"; and Dec. 12th, Miss Storey on "C.G.I.T. Work." These outside addresses are of great value apart from their actual content. It is easier for young people to make the transition from their academic shell to the "real job" if they keep in touch with affairs during their tutelage.

INTER-SCHOOL CONTESTS.

To the same end, also, serve the friendly inter-school contests, so generously encouraged by the Department. On Feb. 5th, the Edmonton and Calgary Normal teams met at Calgary in hockey and basket ball; on February 18th, our teams went to Edmonton for basket ball and debate, and on March 5th, Camrose shared honours at Calgary with our boys and girls in basket ball and debate. Two members of the staff, Miss Fisher and Mr. Loucks, accompanied our teams on their Edmonton trip. The events themselves are enjoyable, and still more the social accompaniments, but the chief benefit of these mutual exchanges lies in the steady preparation throughout the session to which they give a purpose.

THE SOCIAL SIDE.

It is pleasant to note the growth of friendships and of a wholesome school fellowship through the longer session. It is no doubt an actual fact that permanent alliances have resulted from Normal School acquaintance; we have no reason to deplore such possibilities. Two-room schools with residences are increasing in number, and they may tend to a longer tenure of position. In any case, we cannot but enjoy seeing the development of friendships both group and individual. The students of both the eight months' sessions already past have signalized the end of the session by a banquet, wholly under student management. Such a thing could hardly be thought of in the days of the four months' term. Social affairs and sports, as well as student control generally, apart from academic work, have been wholly under the control of the Students' Executive; and I heartily pay tribute to their splendid co-operation and their zeal for the good name of the school. Student socials are held at regular intervals and are under the management of the Students' Executive or of a class committee. Due notice must be given and the nature of the program announced. The number of outside guests is strictly limited, not through lack of hospitality, but because it is our aim to cultivate the social side of the largest possible number of our own people and because outsiders fail to realize that any but one kind of entertainment is desirable.

PRACTICE TEACHING.

We are continuing the plan of intensive practice, with detailed observation and criticism, followed, when the novice has begun to appreciate his problem, by a two-day *apprentice* period either in one of our twelve city grades, or in the two rural schools with which we have a working arrangement. And here I have much pleasure in reporting that we have now very satisfactory arrangements with rural schools of two types; one, the one-room school at West Calgary; and the other, a two-room school, with teacher's cottage, Glenmore, a few steps from Turner's Siding, on the Macleod line of the C.P.R., also within two miles of a street-car line. The latter school we secured through the assistance of Inspector Roberts, and the two types of rural situation are doing good service. The heartiest co-operation with our efforts is given by the present teachers in these schools, who are, by the way, former students of ours, viz., Miss Pansy Percy, at West Calgary, and Mr. and Mrs. Guy F. Hollinshead, at Glenmore.

The two-day visit to these schools appears to be the most enjoyable feature of our students' work, and it is probably the most valuable, so far as it goes. This kind of work is defective only in its extent. We could easily make good use of at least half a dozen of such schools could they be got within reasonable distance.

In the *intensive* practice, we aim to have each student teach at least 15 lessons throughout the session, these being distributed among subjects, grades and critics as widely as possible. Mutual written criticism is also required as the course proceeds. But this kind of practice gives little play for class management. Moreover, it tends to confirm the notion that the single grade is the ideal, the crown of one's labors to be won after a period of rural exile. For the first, the apprentice work serves to supply the defect; for the second more rural school practice is needed and relatively less work in city grades.

THE R. B. BENNETT PRIZE.

A new feature of the session ending April 8th was the award of the R. B. Bennett Prize, offered by Mr. Bennett on the occasion of his visit to the school, as referred to above. Mr. Bennett let his generosity go so far as to leave the conditions of the award entirely to our judgment. The amount was Fifty Dollars, and we divided this equally between the First and Second Classes, to the student in each ranking highest in the following respects: Class work, practice teaching, co-operative spirit. The winners were, First Class, Miss Ivah Dunphy, Delacour; Second Class, Miss Annie Cooke, Calgary.

INSTITUTES AND CONVENTIONS.

During the year outside educational work was participated in by members of the Staff as follows: At the Summer School, Miss Fisher and Miss Goldie, and Messrs. Torrie, Williams and the Principal; also Miss Giles, the Secretary, and Misses Hopkins and Simons of the Practice Staff; during the fall Mr. Hutton acted as judge of art and manual training at Carstairs School Fair, Mr. Loueks attended the Lethbridge Convention, Miss Fisher the Coronation Convention, the Principal the Youngstown Convention, and Miss Fisher, and Messrs. Hutton, Torrie and Williams assisted in the grade institute meetings in Calgary.

CHANGES IN STAFF.

Two changes in the staff have to be reported. At the end of June, Miss Amy Ramsay, B.A., of Grade VI, resigned, and was succeeded in September by Miss Mary McEachern, formerly of Grade V, who had been teaching in British Columbia during the previous year. Miss Ramsay's work as a member of the Practice Staff since September, 1915, first in Grade III, at Sunnyside, and later in Grade VI, was always of a high order in respect to both zeal and skill. Though regretting her departure, we are delighted at Miss McEachern's return.

Sgt. Hampton's place as Instructor in Physical Training was taken by Sgt. E. T. Swan, P.P.C.L.I.

PHYSICAL TRAINING.

There is every indication of a fine spirit in Sgt. Swan's classes as well as of a whole-hearted interest on his part, in the physical wel-

fare of the students. Besides the Stratheona Trust Course, gymnasium work of a very helpful kind is taken up. Unfortunately the Military Authorities were unable to have the Instructor report for duty until Feb. 23rd, for the 1920-21 and Oct. 31st for the 1921-22 classes. It is to be hoped that in future we may have the services of an Instructor in Physical Training throughout the session. There are too many students who take systematic exercise only under official direction. The rigid formality of the exercises has been modified and they have been further improved by the inclusion of more games and elementary gymnasium instruction. But Physical Training is still far from its proper place on our program. So we are looking forward with interest to a large gymnasium and more space for outdoor work in and around the new building. And as a final word under this head, I beg leave to offer the reminder that so far nothing appears to have been done in pursuance of the recommendation of the committee in Physical Training appointed at the Normal School Conference in Edmonton in 1920.

The year has been, on the whole, one of delightful harmony and co-operation. Of course, the inevitable torture of practice teaching has its sore places, but in the course of the longer session adjustments are more fully worked out and clearer confidence established. Untiring conscientious service, with a full sense of their functions and opportunities in teacher-training, characterizes all the members of the Practice Staffs. Misunderstandings are kept at a minimum by frequent conferences, and the burden of practice is arranged and distributed as far as possible in such a way as both to serve the students' needs best and to keep the pupils in the most responsive condition. For instance, while the intensive practice is extended over a longer period, the series of student efforts in any one day is broken by lessons on the part of the Staff. Thus, also, observation, demonstration and practice are more effectively correlated. So that it may be fairly claimed that the Practice Schools are, even with this burden, fully keeping up their work to the level of that of the other schools of the city. A fine instance of the co-operation between the two schools was the very creditable presentation of the Christmas Cantata, "Santa Claus in Japan," put on by the pupils under the general direction of Madame Ellis-Browne, with the assistance of Normal students in the several parts of the preparation and performance.

I wish also to say a word in appreciation of the ready and efficient service of the caretakers and of the goodwill of the Public Works officials in meeting requests and suggestions that involved their assistance.

The year just closed is, presumably, the last full year in the present building. May we hope that with the removal to new quarters there will be found greater opportunities and facilities for training, physical, professional, social and civic, such as will serve to make our young men and women still more intelligent in their approach to their community problems and more vigorous and successful as factors in the life of their districts.

I have the honour to be, Sir,

Your obedient servant,

E. W. COFFIN,
Principal.

REPORT OF THE PROVINCIAL NORMAL SCHOOL, CAMROSE, ALBERTA

HON. PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—I have the honour to submit for your consideration the following report of the work of the Camrose Normal School for the year 1921.

THE STAFF.

PERSONNEL.

No changes took place in the Normal School staff during the year. This made possible the development of a progressive policy, and the adoption of plans for improvement, found necessary from former terms.

Four of the Practice School teachers resigned at mid-summer. Of these, two, Miss Goodfellow and Miss Armstrong had served the community faithfully and efficiently for several years. The others had been on the staff only six months. The teachers engaged to take the vacant positions were Miss Fulton of Medicine Hat, formerly of the Practice School staff of Truro, Nova Scotia; Miss Behrens of Sedgewick, Miss Francis of Tofield, and Miss Ringwall of Ferry Point. All these are teachers of high standing and wide experience and should be eminently fitted for the work of their new positions.

PROFESSIONAL WORK.

During the vacation, four of the Normal School instructors did special work looking to the improvement of their professional standing. Miss McSkimming did Post-graduate work in English at Columbia University; Miss Johnston took special work in Primary Work in Chicago, and in music in Boston; Miss Stewart visited several technical institutions in the Eastern States and the Maritime Provinces; while Mr. Scott worked on a special survey connected with his Doctor's thesis in Education.

Miss Orr of the Practice School took special training in Physical Education at Columbia University. For three years Miss Orr has directed the girls' athletics with much success.

EXTENSION WORK.

Several members of the staff assisted at Teachers' Conventions during the fall term. In this connection, it might be pointed out that the small institute seemed much more helpful than the large gathering. In the former, the young teachers feel much freer to discuss their difficulties, and to suggest successful methods and devices; while the leader can more readily learn the needs of the group of the district, and can make his work very practical. Some of the instructors were able to visit school fairs, and in this way keep in touch with rural conditions and rural needs. At various times, too, the Normal School teachers acted as judges in Inter-High School debates.

THE STUDENT BODY.

NUMBERS.

The classes of 1921 were among the largest in the history of the school. The graduating class numbered 121, while the class that entered in August totalled 156. This latter number very heavily taxed the accommodation in several directions, especially as regards the practice facilities. The excellent spirit that pervaded both classes, however, and the co-operation of the Practice School teachers permitted maximum efficiency with minimum difficulty.

An encouraging feature of the fall class was the increased number of men, viz., 37. This is a record for the last five years. Five of these men are veterans of the war, whose courses were interrupted. The honour roll of the school now contains 166 names.

The median age of the present class is somewhat higher than that of the last classes, but there are several students now in attendance who are too young to get much value from the course, and much too immature to take charge of even a medium-sized school.

STANDING.

With the establishment of the Alberta Teachers' College, at Edmonton, this school lost the University graduates. This was a distinct loss, for the more mature and more cultured group exerted a wholesome influence on the whole student body, and challenged the staff to their best.

Last year we had 16 students doing academic work as well as professional work. While most of these were industrious young people, and succeeded in writing off several subjects in which they had been conditioned, they were quite unable to carry the double load, and the action of the Department in discontinuing this work seems eminently wise.

Only two students entered in January for the "Advanced Course." A special class could not be organized for so small a number, so they were required to join the regular classes. As most of this type of students have had considerable experience, and are more mature than the average teacher-in-training, it would seem advisable to gather them all into one Normal School, where a course could be offered specially suited to their needs.

GRADING.

Last year all the students were submitted to an intelligence test at the beginning of the term. The instructors then observed their work carefully to find out in what ways the results of the test might be used. The results of these observations were so suggestive, that this year the students are grouped into classes on the basis of the test, though, of course, the actual grading is not published. It is now possible to give a richer course to those who are able to profit by it, and to check up any who are not living up to their possibilities. Occasionally reports of examination standing are based on the "Effort Quotient," i.e., the actual marks made by a student are divided by his "Quotient of Brightness" showing how much effort was *probably* used in reaching the standing indicated.

Group intelligence tests are also being used in the Practice School, and it is hoped that, after careful observation and considera-

tion, it may be possible to use the results in making better provision for the very slow and the very quick pupils. In the case of these pupils we purpose giving special individual tests to check up their natural ability.

SELF-GOVERNMENT.

The principle of student self-government, introduced slightly last year has been extended this year, and is working satisfactorily. Policies are discussed and formulated by the staff and the students' council, meeting in joint session, and then the council is held jointly responsible for the administration of the policy. Students are encouraged to suggest changes that will make any part of the work more effective or more pleasant. We feel that this plan is good, not only for the school itself, but also for the students, as preparation for the time when they will become more active administrators, and leading citizens.

THE COURSE.

ACADEMIC WORK.

Students are entering the Normal School strikingly deficient in knowledge of the subjects they have to teach. The eight-months' term makes it possible to undertake some review of the academic work, but not enough to give the students a proper grasp of some of it. In a two-year Normal course, the academic review might be given a fairly large proportion of time. Until this extension of course is possible, the situation might be met by requiring those wishing to teach to take in Grades X and XI, a special course looking directly to teaching in the elementary schools, and including a review of the elementary school subjects.

SPECIAL SUBJECTS.

In such subjects as Art, Music, Handwork, Domestic Art (and probably Penmanship) few of the students have had much actual training. This makes it necessary for the lecturers to give a good deal of time to teaching the fundamentals of the subject, and leaves too little time for instruction in method. Owing to the withdrawal of one teacher in the summer of 1920, the situation in this connection has been complicated here. The male students have received no instruction in Manual Training since that date, and the pupils of the Public and High Schools have also been deprived of this work. Some arrangement might be made with the Camrose School Board so that these courses might be offered again.

PROFESSIONAL TRAINING.

This consists of four elements: *a.* Instruction in special subjects such as Psychology, History of Education, Class Management, etc., which form the scientific basis of the Science and the Art of Teaching; *b.* Study of the curriculum of the Elementary School; *c.* Study of approved modern methods of teaching the various subjects, and *d.* Practice teaching.

While various professional subjects are studied as sciences, every effort is made to show how the deduced principles are applied in actual practice. Special attention is given to the elementary school course of studies with a view to making the teachers-in-training familiar with the requirements of each grade, and with the possibili-

ties of class grouping in large country schools. The methods course consists of lectures freely illustrated by actual class teaching in charge of the Normal instructors or the regular grade teachers.

The most helpful part of the professional training, however, is the teaching in the Practice School. We are continually looking for means of increasing this, but the available amount is still far too small. Three types of work are now undertaken: During the fall term, the students visit several classes, observe the grade teacher's methods, assist in routine work, and teach a few lessons. Early in the spring term, arrangements are made for each student to teach a number of formal lessons in several different grades. The number is governed by the size of the Normal School attendance, but should not fall below 12 or 15. When not actually teaching, each student is required to write an outline criticism of the lesson observed. Toward the end of the year, an effort is made to allow each inexperienced student to have full charge of a room for half a day.

The following tables give added statistical information:

	First Class		Second Class		Totals
	Male	Female	Male	Female	
Class of 1920-1921	5	26	6	82	119
Class of 1921-1922	7	23	30	103	163

AGE.

	First Class			Second Class		
	Under 17	Over 21	Average	Under 17	Over 21	Average
Class of 1920-1921	3	3	19.02	12	13	18.3
Class of 1921-1922	1	3	19.07	16	10	18.8

• ACADEMIC PREPARATION—Class of 1921-1922.

Where prepared	Under Grad.	Gr. XII	Gr. XI	Totals
Alberta	3	24	112	139
Saskatchewan	0	0	5	5
Manitoba	1	0	2	3
British Columbia	0	0	1	1
Yukon	0	0	1	1
Ontario	0	0	4	4
Nova Scotia	0	1	3	4
Great Britain	0	0	1	1
United States	1	0	4	5

CERTIFICATES GRANTED—Class of 1920-1921.

Number of Students	Int. I	Int. II	III	Letter	Failed
Of 31 Grade XII Students...	19	7	3	2	..
Of 88 Grade XI Students	..	67	..	20	1

SUGGESTED IMPROVEMENTS.

1. With the present available practice facilities, it is not possible for more than 120 students to get adequate observation of teaching. Some method should be found to avoid classes as large as the present one.

In this connection it may be stated, that, at the present time most of the Public School classes are above the agreed maximum, and another teacher will have to be engaged in the near future, making 12 teachers in all, and furnishing reasonable practice accommodation for about 120 teachers-in-training.

2. The teachers being trained here will nearly all teach in rural schools, yet they get no opportunity to observe or to practice in a rural school. I am of the opinion that an actual ungraded rural school might be organized on the Normal School grounds from pupils conveyed from surrounding rural districts. Such a school in charge of an experienced rural teacher would greatly strengthen the course of training. It may be objected that such a school would not be typical of country conditions, but while this might be partly true so far as external conditions are concerned it would illustrate the internal problems. These are much the same in all ungraded schools, while the external factors vary with every school. In an ungraded school of seven or eight grades, the young teachers could be taught how to make and administer a suitable time-table, how to group classes to advantage, how to arrange for steady busy work of an educational nature, how to organize, grade, test and teach the classes, and many other typical difficulties, of the average country school. An added advantage of a local school over a group of adjoining schools lies in its accessibility, making it possible to take a group of students to the class for a few moments just when a problem is under discussion.

3. The Normal and Practice Schools have not nearly enough room for gardens and playground. The space which was always inadequate, was curtailed last year by the opening of a street which took off a 66-foot strip. A fine piece of land adjoining the present site is now available, and would furnish the needed extension in a convenient location.

4. A dormitory is much needed.

5. The course in Physical Training should include instruction in first aid and simple home nursing.

The management wish to express their hearty appreciation of the kindly, helpful relations that continue to exist among the various organizations and individuals who co-operate in the work of the institution.

All of which is respectfully submitted.

Your obedient servant,

W. A. STICKLE,
Principal.

REPORT OF THE PROVINCIAL NORMAL SCHOOL, EDMONTON

HON. PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—I have the honour to submit for your consideration the following report of the Edmonton Normal School for the year 1921.

During the spring term there were 131 students enrolled including 18 University Graduates, thirty-nine students in training for First Class Certificates, and seventy-five for certificates of the Second Class. The Graduate group was the first class enrolled for this Province in the course leading to the new Academic Certificate. Sixteen of these students completed the course and many at once secured positions of importance in the Province. The work done by this class while in attendance was of the highest order, their influence in the school was of the very best, and the entrance of men and women of this type into the work of teaching is perhaps the most encouraging feature of our educational work at the present time.

In the fall term we had 144 students in attendance, of whom forty were working for First Class Certificates and one hundred and four for Second Class Certificates. Included in this number was a class of twenty-one students who had taken the Special Short Course in this school in the spring term of 1920, and who returned to complete their course. It is impossible to overstate the fine attitude of these students toward the work of the school, the interest and enthusiasm with which they entered into all discussions, and the eagerness with which they absorbed new ideas from their contact with the Practice Teachers. It was clear that their teaching experience since taking the short course had given them a point of view fundamentally different from that of most of the students entering the Normal School directly from the High Schools of the Province.

A great deal of attention was given throughout the year to training in the practical work of teaching in the Practice School. All students of the class graduating in April taught at least eleven lessons for criticism and correction, and in addition to this there was much observation of the work of the Practice Teachers and informal participation in the management of the classes. And no report on this phase of the work would be complete without reference to the fine spirit of co-operation and assistance shown by the Practice School Teachers without exception, toward the work of the Normal School. This is an especially fortunate circumstance in view of the fact that under the peculiar and in some respects unfavorable conditions for Normal School work obtaining in this building good results can be obtained only by the finest sort of co-ordination of effort on the part of all.

During the year there were two additions to the staff. Miss E. A. Hastie, who had formerly devoted only part of her time to the work of the Normal School, was engaged for full time service at mid-summer, in charge of the department of Domestic Science and Household Art. Miss Hastie entered on her duties when the fall term started in August and in addition to her regular work she has given splendid service in supervising the athletic activities of the girls and in conducting classes in organized play. The other addition to the staff was W. J. Hendra, of the staff of Alberta College North, who

was engaged on part time to take charge of the music. A glee club was organized in the school under Mr. Hendra's direction.

During the summer Miss D. J. Dickie continued her studies at Oxford University, and Mr. C. Sansom at Stanford University, both returning to the work of the school in the fall term. Messrs. Manning, McKerrick, Scott and Miss Hastie served on the staff of the Summer School.

The athletic activities of the school were well looked after throughout the year. Owing to the lack of facilities for the conducting of indoor sports at the Highlands School, the use of the gymnasium at the Y. M. C. A. was obtained for two afternoons a week. The men students made use of the gymnasium for volley ball, indoor baseball and basketball on these afternoons. Mr. J. M. Scott, of the Normal School staff, accompanied them and was responsible for their attendance at the classes. In February the men participated in a series of athletic events against the city teachers. The use of the Arena Rink for hockey practice was also obtained. Women's basketball was supervised by Miss Hastie at the Victoria High School and a team from the Normal School made a splendid showing in the City League. In February the men's hockey and basketball teams went to Calgary and engaged in contests with teams from the Calgary Normal School, Calgary winning the hockey and Edmonton the basketball game. Two weeks later both women's and men's teams from Calgary journeyed to Edmonton for return games. In this instance Calgary was victorious in men's hockey and indoor baseball while the Edmonton teams won both the Women's and Men's basketball. Later the women's basketball team defeated a team from the Camrose Normal School at Camrose.

During the fall term the school secured the use of the tennis courts of the Highlands Community League and a tournament involving events in women's doubles, men's doubles and mixed doubles was conducted. The men also organized a rugby team and were successful in matches against the City High School teams. A field day was held in Borden Park at the end of September and brought out a large number of contestants, and women's and men's basketball was carried on under similar arrangements to those in effect in the spring term.

The following statistical statement summarizes the facts of attendance and certification of students for the year covered in this report:

ATTENDANCE TABLE.

	Academic		Specials				First Cl.		Second Cl.		Totals
			First Cl.		Second Cl.						
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Second Term 1920-21...	13	5	0	1	2	7	4	34	13	52	131
First Term 1921-22	0	0	0	7	3	11	10	23	31	59	144
Totals	13	5	0	8	5	18	14	57	44	111	275

ACADEMIC STANDING.

Where Prepared	Grade XII or Equiv.	Grade XI or Equiv.	Totals
Alberta	38	88	126
Ontario	2	2	4
Saskatchewan	0	1	1
Gt. Britain	0	2	2
U. S. A.	0	2	2
Nova Scotia	0	2	2
British Columbia ...	0	4	4
P. E. Island	0	2	2
New Brunswick	0	1	1
	40	104	144

CERTIFICATES GRANTED—Class 1920-21.

	Academic	First Class	Second Class	Third Class	Letters	Withdrew
Term 1920-21..	16	35	38	7	29	5

I have the honour to be, Sir,

Your obedient servant,

C. SANSOM,

Acting Principal.

REPORT OF THE CHIEF INSPECTOR OF SCHOOLS

HON. PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

SIR,—I have the honour to submit for your consideration the report of the Chief Inspector of Schools, for the year ending December 31st, 1921.

The inspection of schools is a function of such importance and public interest as to justify the making of some comments upon the nature of the service in this Province.

THE ALBERTA INSPECTORAL SYSTEM.

The Alberta inspectoral system is a centralized administrative one, that is to say, the government makes all appointments to the staff, pays the salaries and maintenance involved, prescribes the powers of inspectors in the law, and fixes their duties and responsibilities by regulation. The work of inspection is directed by officials in the Department of Education. The inspectors are the representatives of this Department in their respective fields. They have intimate knowledge of conditions which prevail throughout the province, and are in a position to advise the government with regard to needed adjustments in the law, and in general policy. Upon them rests the further responsibility of giving practical effect in the schools to the policy of the Department as set forth in the school law and the regulations. The work in connection with the organization of new school districts and the adjustment of boundaries to meet new and changing conditions devolves upon the inspectors. They determine as to the suitability of the buildings and equipment, and consult and advise with boards of trustees concerning their upkeep and improvement in order that the Province may be assured that these material considerations are such as to admit of the proper conduct of schools. The inspectors are responsible to the Department for regular operation of schools and attendance of pupils. They exercise control in matters pertaining to the conduct of schools, the organization of the work, the application of the course of studies, grading and promotions. It is upon the basis of the reports of inspectors that the Department finally determines the question of the permanent certification of teachers, and the allotment and distribution of grants in aid of special types of work. The duties of these officials are therefore two-fold in character, embracing both the inspectoral and supervisory features.

Owing to the fact that settlement is comparatively sparse and school districts often widely separated, the number of schools allotted to each inspector is too great to admit of the close-up and detailed supervision which the public is from time to time demanding and which the Department has always recognized as being desirable.

It must be pointed out that inspection is peculiarly the business of the State. On the other hand, adequate, intensive supervision is a function of local bodies. In all cases where local supervision is possible co-ordination with the inspection service should be established in order to make for improved service.

The individual school districts, as we have them at present, cannot provide the necessary supervision. It will be possible to provide this service only when there is brought about a grouping of school districts into larger administrative units, organized, financed and controlled so as to bear the expense and assume the direction over a supervisory force which will carry out the wishes of the ratepayers in accordance with their aspirations and their willingness to support the service.

It is probably safe to forecast that the school districts at present embraced within one or more municipal districts will be formed into administrative units under the direction of a board of trustees elected



NEW BRICK SCHOOL, ONOWAY, ALBERTA—BEAUPRE S.D. No. 850

at large over the unit. It will then be possible for this board to provide for the educational needs of the area as a whole and furnish adequate supervision.

In the event of such development the inspectoral divisions should be made to conform with these administrative units. In the inspector, the government would continue to have an official well versed in provincial requirements and responsible for the observance of those features of the school law and government policy which are regarded as being of provincial importance, while the local board of trustees would have at hand the services and the advice of a trained and experienced official.

THE WORK OF THE YEAR.

The same high standards in the required qualifications of inspectors have been adhered to. All inspectors are graduates of recognized

universities, and have had the professional training necessary to obtain first class teachers' standing. Moreover, all have had extended and successful teaching experience in the public schools of Alberta. Appointments to the staff are provisional and are made permanent at the discretion of the Minister after two years of service.

No new inspectoral divisions were created during the year, (and the number of inspectors remains at thirty-eight (38), as at the close of 1920) but some adjustments in inspectoral boundaries to equalize work were made. The work of inspection of schools has shown improvement in the matter of better organization of work and increased efficiency. This is largely due to the fact that there have been practically no changes in the personnel of the staff for a considerable time, and there has been an unusual degree of continuity in the inspection service afforded in the several divisions. Thereby inspectors have acquired a close knowledge of the problems peculiar to their respective fields and this has resulted in the more speedy adjustment of difficulties and problems relating to the administration and efficiency of our schools.

All schools within the province are now under departmental inspection. These include the public and separate, both elementary and secondary, and also the private and Indian schools. The inspection of schools has been more thorough and complete than in any previous year, all schools, with the exception of 162, an average of about four per inspector, having been visited and inspected at least once during the period of operation. The number of inspections made during the year was 6,342, made up as follows:

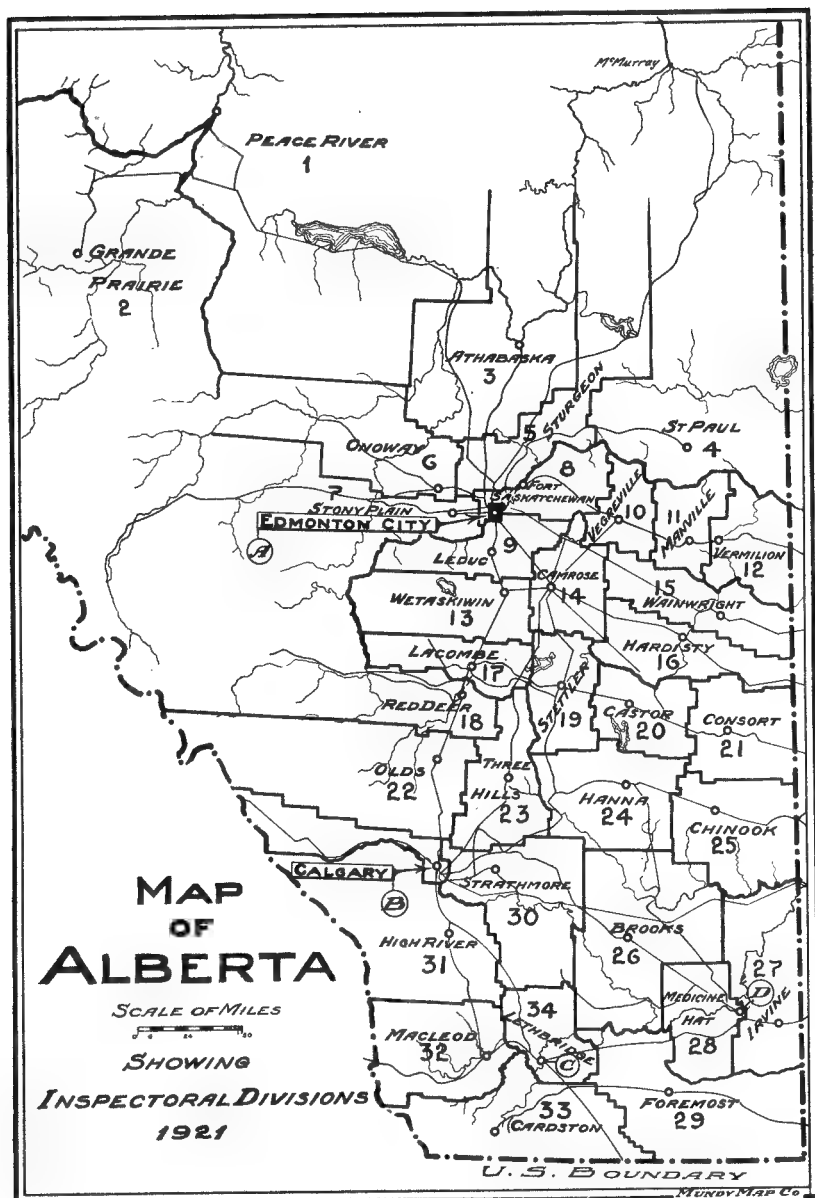
1,820 rooms inspected	-----	Once
1,960 rooms inspected	-----	Twice
198 rooms inspected	-----	Three times.

The aim has been to afford at least two inspections to each school department each year and thus make it possible for the inspector to have a closer acquaintance with the capacity of the teaching force, and have his work partake more of the nature of supervision than inspection solely.

In order to make the inspector's visit as helpful as possible, the teacher (if in a school where four or more teachers are employed) now receives a copy of his report as forwarded to the Department. Formerly only city teachers received copies of reports on their work. If the present procedure is found to be satisfactory in 1922, it will be extended to include all teachers at work in the province.

A clear idea of the work of inspection and the educational development in the province may be gathered from the inspectors' annual reports. Extracts which are regarded as being of greatest value have been made from these reports and are submitted herewith.

A map showing the inspectorates and a list of inspectors appears herewith. The inspectorates are numbered in general from north to south, and in tabulating the extracts, the same order has been adhered to throughout.



Divis. No.	Inspectorate	Inspector	Address
1.	Peace River	P. A. Beveridge, M.A.	Peace River
2.	Grande Prairie	Chas. C. Bremner, M.A.	Grande Prairie
3.	Athabasca	R. J. Gaunt, B.A.	Athabasca
4.	St. Paul des Metis	X. P. Crispo, B.A.	St. Paul des Metis
5.	Sturgeon	J. J. LeBlanc, B.A.	Arlington Apts., Edmonton
6.	Onoway	T. J. Dwyer, B.A.	11124 99th Ave. Edmonton
7.	Stony Plain	R. B. Brooks, B.A.	Stony Plain
8.	Fort Saskatchewan	J. A. Fife, B.A., M.Sc.	Rene Lemarchand Mans., Edmonton
9.	Leduc	G. W. Robertson, M.A.	Leduc
10.	Vegreville	J. C. Butchart, B.A.	Vegreville
11.	Manville	L. H. Bennett, A.A.	Manville
12.	Vermilion	H. R. Parker, B.A.	Vermilion
13.	Wetaskiwin	M. O. Nelson, B.A.	Wetaskiwin
14.	Camrose	J. W. Russell, B.A.	Camrose
15.	Wainwright	E. L. Fuller, B.A.	Wainwright
16.	Hardisty	G. K. Haverstock, B.A.	Hardisty
17.	Lacombe	W. J. McLean, B.A.	Lacombe
18.	Red Deer	A. R. Gibson, M.A.	Red Deer
19.	Stettler	P. H. Thibaudeau, B.A.	Stettler
20.	Castor	L. B. Yule, B.A.	Castor
21.	Consort	Wm. Gray, M.A.	Consort
22.	Olds	F. L. Aylesworth, B.A.	Olds
23.	Three Hills	J. A. Macgregor, B.A.	Calgary
24.	Hanna	R. H. Dobson, M.A.	Hanna
25.	Chinook	J. W. Yake, B.A.	Chinook
26.	Brooks	D. H. Mackenzie, B.A.	Brooks
27.	Irvine	H. D. Cartwright, B.A.	370 4th St. S.W., Medicine Hat
28.	Medicine Hat	F. G. Buchanan, M.A.	Medicine Hat
29.	Foremost	John Scofield, B.A.	Foremost
30.	Strathmore	R. H. Liggett, B.A.	Strathmore
31.	High River	J. F. Boyce, B.A.	High River
32.	Macleod	J. H. Hutchison, B.A.	Macleod
33.	Cardston	Owen Williams, B.A.	Cardston
34.	Lethbridge	A. J. Watson, B.A.	Public Works Bldg. Lethbridge

A.—Edmonton City	G. S. Lord, M.A.	11033 86th Ave., Edmonton South
	M. E. LaZerte, B.A.	10644 123rd St., Edmonton
B.—Calgary City	R. H. Roberts, M.A.	Normal School, Calgary
	Jas. Fowler, M.A.	Normal School, Calgary
C.—Lethbridge City	A. J. Watson, B.A.	Lethbridge
D.—Medicine Hat City	F. G. Buchanan, M.A.	Medicine Hat

EFFECT OF GENERAL CONDITIONS UPON EDUCATIONAL PROGRESS.

While the reports indicate that some areas experienced little difficulty in financing, in many instances light crops, reduced prices or bank loan restrictions caused the trustees real concern in their efforts to keep schools open and meet maturing debenture coupons. For the most part boards have been able to meet the situation and provide operation throughout the year. In the dry areas it was nec-

essary to continue the policy of assistance through government loans, to insure operation and the redemption of maturing debenture coupons.

The following comments of inspectors in charge of various divisions reveal the influence of conditions upon possible results:

General agricultural conditions in this division have not been good and this has had its effect upon matters educational. Selling prices for the farmer have continued low, whilst there has been no proportionate and correspondent fall in the prices of machinery and



FIRST SCHOOL GARDEN, NORTHUP S.D. No. 3584

general commodities. The result has been a scarcity of money. The stringency has been so general throughout the school districts that it is rather creditable that school operation has been so good, and application for government help has been so rare. For only one school district has application been made for help, and here the application was made on quite other grounds than that of agricultural depression.

One vital effect on the farmer's shortage of money is the certainty of his effort to pay the teacher less than he paid him during this year and last. Trustees seem to feel that they are justified by general monetary conditions in lowering salaries. A general lowering of salaries, if applied to the whole Province, will affect the quality of the student, who is attracted to the teaching profession. (Inspector Beveridge, Peace River.)

The crops for 1921 were good, but the low market prices and the excessive freight charges have left the farmers with little or no chance of raising money. This fact is already affecting the operation of schools and teachers' salaries.

However, teachers' salaries have, on the average been good, the majority of the districts, even those in the more undeveloped parts, have been paying in the neighborhood of twelve hundred dollars. Some of the older districts have been paying thirteen hundred, and even sixteen hundred dollars. (Inspector Bremner, Grande Prairie.)

The year has proven a very difficult one from the standpoint of meeting financial obligations. New districts hesitated to build, teachers' salaries were difficult to collect, and in a few instances debenture coupons were not met promptly. During the latter part of the year, however, a more optimistic spirit made itself felt. Schools that contemplated closing in November remained in operation until Xmas and there is a growing feeling that the crisis of hard times has been passed. In the average district the arrears of taxes is the stumbling block to extended operation, and a good secretary-treasurer is a pearl without price. (Inspector Gaunt, Athabasca.)

Of course the root of the whole trouble lies in the financial situation; the outlying districts, which need the best teachers, and which would have to pay higher salaries to secure them, are scarcely able to pay the minimum, or to keep school open long enough to get any benefit from the teacher's experience.

The system under which all the untried and inexperienced teachers, as well as the unqualified, are sent out to the outlying



FINE NEW TWO-ROOM SCHOOL, SYLVAN LAKE S.D. No. 2595

schools, works out to the disadvantage of the latter which are thus made the training schools for the more favorably situated rural schools and the towns and cities. (T. J. Dwyer, Onoway.)

The crop conditions were quite good here this year. Although there was some damage by hail in different localities this was rather local than general, so that the year ended with the finances of all but a few districts of this inspectorate in satisfactory shape. In some parts of the western area, where the amount of land under cultivation is comparatively small, the decline in the price of farm produce has created considerable hardship, and on this account four districts were unable to operate their school during the fall term. Two others in the same section of country were in operation for a part of the fall term only, but in one of these cases at least, the fault lay rather in failure to collect the taxes than in lack of funds. It was found necessary to assist seven districts with special grants. No particular cases of failure to retire debenture coupons with reasonable promptitude

were brought to my attention, and but two cases where the salary of the teacher was not paid promptly. (Inspector Nelson, Wetaskiwin.)

With regard to the financing of districts this year, greater stress has been experienced than for some time previously. School boards are finding difficulty in collecting taxes. There is a much greater percentage of arrears of taxes than there was in 1920. However, as far as I have been able to ascertain, despite the tendency of Bank Managers to be more stringent in advancing credit to school districts, I am not aware of any districts in this inspectorate where distress in securing revenue for meeting the obligations of the year will be experienced. (Inspector Russell, Camrose).

While in this part of the Province there were fair crops and in the closer-in districts the problem of finances was not acute, still in the more remote, especially in the west, where land is relatively poorer, frosts earlier, less land broken and the country interspersed with timber and muskeg, it has been found impossible to collect taxes, nor have the tax sales been productive of results. (Inspector Gibson, Red Deer).

The year just ended has not been one favourable to the development of education, in this inspectorate, at any rate. The first half of the year promised well but the harvest on the whole was disappointing and the drop in prices of farm products was disastrous. North of the railway the crop was fair but in the southern portion it was poor. Two of the municipalities, Canmer and Stewart, found it impossible to obtain sufficient credit from the Banks until near the close of the year, and the school districts lying within these municipalities found it a difficult matter to operate. Advantage was taken of the system of loans from the government and this policy enabled all of these schools to keep open most of the year. (Wm. Gray, Consort).

On account of the light rainfall which has prevailed generally throughout this inspectorate, many of the new settlers have found it exceedingly difficult to make a success of farming. Quite a considerable number of these are returned men and not a few of them are having a hard struggle. This is particularly the case in the country south of the railroad. North of the railroad conditions have been better and almost all the new settlers will be able to struggle through.

The financial standing of a great many districts has suffered on account of the bad crops and low prices. It would have been impossible for many schools to have operated without government assistance. Quite a number of districts have availed themselves of the help thus afforded—but not so many as might have been expected. One thing is outstanding and that is that no school has been closed because there were not sufficient funds to pay the teacher. The government has come to the assistance of all districts that have asked for help. (Inspector Dobson, Hanna).

Within the confines of the inspectorate lie several municipalities. From one-half of these municipalities, scattered over the whole inspectorate, no school district has applied for a loan from the Department. It seems to be fair inference that the financial distress of the districts is not due entirely to crop failures and inadequate prices.

In certain school districts, lying within financially distressed municipalities, the ratepayers have paid 70% and even 100% of their school taxes; and yet the boards have been compelled to apply for loans, because the school taxes of all districts are placed in a common fund, and have been hypothecated to the banks. This works an injustice on these particular districts. (Inspector Yake, Chinook).

In the spring term there were few loans as three municipalities as well as irrigated districts were able to secure credits but when the crop failed again credit was refused all municipalities except McLean at Retlaw.

This inspectorate may be conveniently divided geographically into three divisions and classified into dry and irrigated. The following table will give a general idea of the credit conditions as shown by the distribution of loans for the fall term:

Territory	No. of Schools	Kind of Farming	No. of Loans	Without	Non-operation
1. N. of Red Deer ..	38	Dry	26 %71	2 %13	10 %26
2. Central Jenner (a) ..	22	Dry	15 %68	3 %14	4 %18
3. Central Brooks (b) .	19	Irrigated	8 %42	9 %47	2 %11
4. South Enchant	19	Dry	3 %16	14 %14	2 %10
5. South Vauxhall ...	3	Irrigated	0 0	1 %33	2 %67

The difference in the financial condition of irrigated districts in the C.P.R. and Canada Land Company's projects is due to the non-taxability of the C.P.R. land. A considerable amount of the lands within the districts thus produce no revenue for school purposes.

In the dry areas, districts in municipalities that have been refused credits, which otherwise would have been able to finance locally, have been unable to do so because the municipality has pooled tax collections to cover past indebtedness. This practice has to some extent aggravated the financial condition in some parts. The loan policy has been a real success from the standpoint of producing regular service where the schools would otherwise have been closed. The average salary paid to teachers this year was slightly over twelve hundred dollars; but at present there is an evident desire to reduce the current standard for teachers who lack experience. (Inspector Mackenzie, Brooks.)

In some districts the only taxes paid during the year were on those lands held by loan or other companies. Consequently many district boards found themselves unable to operate their schools without further assistance by way of loans from the government.

Twenty-four districts applied for loans during the fall, many of these requiring assistance to the extent of seventy-five per cent of the teachers' salaries in addition to the payment of maturing debenture coupons. Other districts were able to finance without government assistance during the fall term, but will require loans for the spring term of 1922. (Inspector Buchanan, Medicine Hat.)

The year 1921 has been a difficult one financially for this inspectorate. The failure of crops, the demoralization of markets and the consequent scarcity of money made the operation of many schools difficult and in some cases impossible. As a result government loans had to be given in thirteen districts. These, of course, were confined to the drought area in the south and south-east of the inspectorate where the outlook is not very bright. There has not been any noticeable drop in teachers' salaries during the year. On the other hand there is an evident desire on the part of school boards to at least lower the popular minimum of twelve hundred dollars per annum. Whatever may be the final result, one thing seems clear, that in the future the amount of salary will depend



PUPILS STUDYING MUSIC, COALDALE S.D. No. 1805

less on the supply of teachers and more on the type of service rendered. (Inspector Liggett, Strathmore.)

So far, financial assistance to operate has been recommended to but a few schools, and I believe that the great majority of my districts will carry on without government aid. Trustees are beginning to realize that it is as necessary to provide reserve funds for school purposes as it is in their own private affairs. (Owen Williams, Cardston.)

In spite of the difficulties experienced by the boards there have been very few instances where an effort was made to discontinue

operation and thus suspend the incurrence of further liabilities. Furthermore, the teachers' salaries have not suffered. The majority of rural schools are paying twelve hundred dollars though in several instances where the teacher is residing at home the salary paid is eleven hundred dollars. The majority of the ratepayers are aware of the fact that the best teachers cannot be obtained at low salaries and there has been little effort made to reduce salaries and few complaints of what is demanded by the teachers. There is a general feeling, however, that where teacherages have been erected, thus decreasing the teacher's personal expenses, there should be a distinction made in the amount of salary paid as compared with those districts where such accommodation has not been given. (Inspector Watson, Lethbridge.)

ORGANIZATION OF NEW DISTRICTS AND BOUNDARY READJUSTMENTS.

Two factors are responsible for the small number of new districts organized, general economic conditions and small population increases. However, there were eighty-six (86) districts organized in 1921 and these are distributed in part as follows:

Sturgeon	Inspectorate	.....	8
Chinook	"	.....	8
St. Paul	"	.....	6
Hanna	"	.....	6
Brooks	"	.....	6
Cardston	"	.....	6

From several other fields reports indicate activity along this line, as follows:

Of the three new districts two were organized to serve localities that had not previously had any provision for school facilities. The third was made necessary by the building up of a small centre at Rochfort, on the Whitecourt extension of the C.N.R. (Inspector Dwyer, Onoway.)

All territory in this inspectorate has been organized into school districts, except small areas immediately West of the town of Camrose and East of the town of Bawlf. These areas will be absorbed by adjoining districts, or by new districts to be erected in the near future. (Inspector Russell, Camrose.)

There are at the present time 108 organized districts in the Wainwright Inspectorate. Of this number, one district is being disorganized; one has been abandoned; and one other will probably have no children of school age after the month of February, 1922. One district in the neighborhood of Fabyan is in process of erection and the preliminary work should be completed in the near future. Only a small amount of organization remains to be done in this inspectorate. There are but two or three small strips of unorganized territory where there is any immediate prospect of erecting school districts.

During the year, new one-roomed schools were erected in three districts, viz: Woodham, Avonglen, and West Bruce. In the two former, full-sized basements were put in. I find that the majority of trustees favour a basement and I am of the opinion that the time has come, as far as this inspectorate is concerned, when the

Department should insist on this convenience. (Inspectorate Fuller, Wainwright).

During the past year the erection of one new school district has been recommended. It lies in the western part of the Inspectorate, east of Stauffer Post Office, in a relatively unproductive country, and the number of ratepayers will not be great; but there are enough children to warrant the erection of it and it has been recommended. The ratepayers in this territory, who are mostly bachelors, voted against the erection, and I visited the neighbourhood with a view to getting them to change their minds. The last impression I had was that they would.

There is another area farther west still, across the Clearwater River and lying between Everdell, Chedder and Pleasant Vale Districts, where there is a move to form a district. I visited this territory last summer and found that a school district erected there could not be a self-supporting institution under present conditions, there being very little crop, few settlers and rough country. The problem will have further attention this year. (Inspector Gibson, Red Deer.)

Three new districts were organized and erected during the year. This completes the formation of school districts in this inspectorate. Except a strip of six sections along the Red Deer River, which is too small to form a district and rather too remote to be incorporated in any adjacent district, every foot of land in the inspectorate is within some school district. (Inspector Thibau-deau, Stettler.)

There remains in this area land to the equivalent of only two school districts that has not been included in any school organization. During the year, two new districts completed their schools and commenced operation. There are now:—Two Town School Districts, one Village School District, one Separate School District, one Secondary Consolidated School District, and 81 Rural School Districts. With the exception of three rural districts, suitable buildings have been provided. Two of the exceptions operate under an agreement with adjoining districts as provided by Section 165 of the School Ordinance; the third was organized too late in the year to have its buildings erected. (Inspector Yule, Castor.)

On January 1st, 1921, there were one hundred and four organized school districts within the boundaries of the Olds Inspectorate. On December 31st, there were one hundred and five organized districts. One new rural district was erected during the year. Reorganization work was done in nine rural districts in 1921. Grade XII was established in the Olds High School, Grade XI in the Crossfield High School, and Grade IX in nine rural schools. (Inspector Aylesworth, Olds.)

The boundaries of the inspectorate are unchanged, but three new districts were erected during the year, and on December 31st there were one hundred and twenty-one districts in which were operated one hundred and forty-one departments. (Inspector Macgregor, Three Hills.)

During the year, some dozen new districts were erected, the majority of which almost immediately began to carry on in tem-

porary quarters. Another dozen have been operating under Section 165, and all quite satisfactorily. (Inspector Yake, Chinook.)

Six districts were erected during the year, resulting from the following causes:

1. Development along the railroad necessitating the reorganization of territory to put schools in small villages.

2. The settlement of irrigated areas in the vicinity of Vauxhall, Duchess, and Patricia.

Three two-roomed, four one-roomed, and eight temporary schools were built and put in operation. Gem Consolidated rebuilt their school, increasing the accommodation from two to three rooms, while Duchess, by renting a temporary room, increased their rooms to two. (Inspector Mackenzie, Brooks.)

During this year there has been very little development in the organization of school districts and in the building of schools. Only two or three districts were organized and about as many school buildings erected. This is due on the one hand to the fact that the greater part of the area is organized, and on the other, to the period of hard times through which the people are passing. (Inspector Liggett, Strathmore.)

OPERATION OF SCHOOLS.

The period of operation is influenced by prevailing conditions. In the cities, urban centres and the more thickly settled and well-to-do rural districts, yearly operation has been maintained throughout the year. In the north and west of the Province there are many rural schools in the more sparsely settled and less productive areas which have been in the habit of operating only during the summer and fall. It is gratifying to note that many of these have extended their operation into the winter. This is due to better roads, greater willingness on the part of certificated teachers to take up work in outlying districts, and an ever increasing demand for improved educational facilities. In those parts of the Province, where there have been successive crop failures operation has been protected through loans made by the Alberta Government. In cases where partial depopulation has followed these droughts, the few children left in the districts have been educated in neighbouring districts in accordance with the provisions of Section 165 of the School Ordinance, which provides for a partial consolidation.

The following extracts from the reports refer to these conditions affecting operation of schools:

A large percentage of the schools in this inspectorate are closed during the Winter months. One effect of this is to encourage the transient teacher who teaches during the Summer months and is replaced by another next Spring. Education suffers from these frequent changes. This year, however, thanks largely to favourable weather conditions, Winter operation has been much better, and it is hoped that advantage may be taken of this precedent to encourage a like operation next year. (Inspector Beveridge, Peace River.)

As the roads improve, the majority of districts are aiming to operate the full school year. This has been very noticeable this year, and several districts which have never before operated throughout the Winter are doing so this Winter. (Inspector Bremner, Grande Prairie.)

A steady improvement has been observed in the operation of schools, and the number of short-termed schools dwindled to twenty-two. (Inspector LeBlanc, Sturgeon.)

I am pleased to be able to state that during this year there has been an improvement in the direction of keeping New Canadian Schools open for a longer period than has been customary; and there is a greater willingness on the part of qualified teachers to serve in New Canadian Communities. At present there are not more than six or seven schools in the inspectorate that are not operating, and all but two were operating in December. (Inspector Fife, Fort Saskatchewan.)

All schools except one, and here only one child resided, operated for at least a portion of the year. A very high percentage of my districts now conduct their schools on the yearly basis. As a result, the children are making more favourable progress. Especially is this true in the case of the children of our New Canadians. In a number of schools, three years ago, the children could not speak nor understand anything said to them in English; they now both speak and write English very creditably. (Inspector Robertson, Leduc.)

In spite of the difficulty in getting teachers, the operation record continues to improve. The average number of days operation in the rural schools for the year was one hundred and seventy-five, as against one hundred and sixty-nine in 1920, and one hundred and forty-two in 1919. The improvement is general and well maintained, for while in 1919 there were fifteen schools open for less than one hundred days, in 1920 and 1921 no school operated for less than one hundred days, and only three schools each year operated less than one hundred and twenty days. (Inspector Bennett, Manville.)

Generally speaking there has been, in comparison with 1920, no noticeable improvement in regard to lengthened periods of operation. The lengthening of the Normal School course to one year has tended to shorten the term of operation in those schools that fail to engage a teacher at the beginning of the year since, in most cases, they have now to wait until the first of May before reopening. While the quality of service rendered by a more highly trained teacher more than compensates for the decrease in the period of operation, the fact remains that for purposes of comparison the average length of operation is pulled down in this way. As teachers become more plentiful, however, this disadvantage will gradually disappear. (Inspector Nelson, Wetaskiwin.)

About 60 per cent. of the districts conducted yearly schools, and 10 per cent. more would have done so had it not been for the scarcity of teachers in the early part of the year. Three districts

which in 1920 operated under Section 165, conducted their own schools during the Fall term of 1921. As a rule, trustee boards show considerable local independence and prefer to operate their own schools, even if the number of pupils enrolled is very small. (Inspector Fuller, Wainwright.)

School operation during the year was very satisfactory with the exception of one school which operated but five and one-half months. The short operation period in this district is regrettable. One other district operated only eight months, while about fifteen operated nine months, and the remaining schools the full year. (Inspector Thibaudeau, Stettler.)



PUPILS BLACKMUD S.D. No. 3829

With only one or two exceptions, every school was in operation for the entire Fall term. Six districts operated under an agreement with adjoining districts. There is manifest a strong conviction that inferior results only can be obtained by short terms with consequent changes in teachers. The compulsion of keeping children at school for the period set down by the regulations is now generally a very minor point in comparison with the desirability of having pupils complete at least the elementary school course. (Inspector Yule, Castor.)

Regarding operation of schools, 86% of the schools possible of operation were in operation in January, that is to say, 83 schools out of a possible 96. In April, 96 districts out of 104 organized districts operated schools under teachers, or, in other words, there was 100 per cent. operation in schools possible of operation at that time. One hundred districts out of one hundred and five (one new district erected) in the inspectorate operated schools during the year. In the remaining five districts, operation was either unnecessary or impossible. The inspector was responsible for the placing of thirty-five teachers during the year. (Inspector Aylesworth, Olds.)

Despite all financial difficulties, the operation of rural schools

in the inspectorate in 1921 shows a marked improvement over that of 1920. Of the sixty-one rural schools in the inspectorate,

twenty schools operated during.....	10 months
twenty schools operated during.....	9 months
fourteen schools operated during.	8 months
five schools operated during.....	7 months
two schools operated during.....	5 months

(Inspector Cartwright, Irvine.)

In twelve districts the number of resident school children decreased to such small numbers that the boards of trustees did not consider it advisable, either from the financial or educational standpoints, to operate their schools. Arrangements were made whereby the children attended other schools, tuition fees and transportation allowances being paid by the districts responsible for the children. (Inspector Buchanan, Medicine Hat.)

Only one organized district containing children was not afforded school facilities: this was Eagle Butte in which the board were unable to provide a school building. Myrtle Dell, Avalon, and Watts School Districts were without children of school age, and five other districts secured school privileges by operating under Section 165 of the School Ordinance. These results in school operation would of course be quite impossible to secure were it not for the generous policy of the Department of Education, which grants assistance, when absolutely necessary, in the way of Government loans for paying a portion of the teachers' salaries and debenture coupons. (Inspector Scofield, Foremost.)

With reference to the financial assistance granted by the Department during the school year 1921-22, I have found it necessary to recommend applications for loans approximating \$25,000.00. Up to the present and in the majority of cases this money has been advanced on good security. Practically all the rural districts have completed the payment of debentures. The buildings are still serviceable so that the districts have to meet only the indebtedness incurred to the Government or the local bank. There are very few rural districts in this inspectorate that have incurred a liability of more than \$1,000.00 in this respect, so that the financial standing of the rural districts cannot yet be considered as insecure from the standpoint of the loans made. So far, this assistance has been timely and beneficial. There has been created a very favourable public sentiment with regard to the policy adopted. While a few of the districts desire to grasp all they can get by way of loan, with little regard to future payment, yet the majority of trustee boards voluntarily cut down their estimates as low as possible and apply for the least amount necessary to carry on school operation. (Inspector Watson, Lethbridge.)

CONDITIONS AFFECTING SUPPLY AND PERMANENCY IN TEACHING FORCE.

Probably the greatest problem in the rural schools of the Province is that of securing and retaining the services of well-equipped, earnest teachers. In many districts this problem is made more difficult by the hesitation of the ratepayers in boarding the teacher. Many districts have taken advantage of the liberal grants made to encourage the building of teachers' residences. Greater permanence is thus secured, especially if a married teacher is

engaged. The permit teacher has been less in evidence than in previous years.

Large and ever increasing numbers of teachers are being recruited from the ranks of those students who have been brought up and have received their education under rural conditions. These teachers are in touch with rural affairs and in sympathy with conditions obtaining.

The teacher's residence has proven a distinct advantage in securing and retaining the married teacher, but many districts are unable to finance a residence. A small portable shack situated alongside a farm house would give a sense of companionship and security to the teacher. One of the encouraging features of the work during the year has been the increased number of schools retaining their former teacher. Loss of time at the beginning of the term is eliminated, a more accurate knowledge of the pupils individual needs is acquired; over-age pupils are attracted back to school by a better acquaintance with the teacher and a stronger educational sentiment is established in the district. (Inspector Gaunt, Athabasca.)

A residence makes it easier to secure the services of a teacher, and enables the married teacher to take up the work of teaching with comfort and often results in his remaining with the district more or less permanently. (Inspector Crispo, St. Paul.)

With the exception of a few outlying schools in the western part of this inspectorate, very little difficulty has been experienced in securing qualified teachers, especially for the schools which required teachers in May and September. This is no doubt due to the fact that a large percentage of these schools are reasonably near the city of Edmonton. It has been necessary to place some "permit" teachers during the fall and winter. (Inspector Brooks, Stony Plain.)

Two teachers' residences were built during 1921. The total number of residences in the inspectorate is now fifteen. The demand for schools with houses is increasing. The question of teachers accommodation is always a difficult one. Lack of proper living conditions accounts in many instances for the continual change of teachers. (Inspector Robertson, Leduc.)

The movable teacherage has proven the most acceptable in this inspectorate. Many teachers find it too lonely to live on the school grounds. They prefer a shack near some farm home. This arrangement gives them company when they wish it and privacy when that is their choice. (Inspector Thibaudeau, Stettler.)

The problem requiring most attention during the next few years is that of giving the pupils of the rural schools advantages similar to those of the towns and cities. The rural schools are admittedly inferior and the causes are not far to seek. These schools get the permit teacher and the inexperienced qualified teacher. We have not yet developed a class of teacher who may be called rural-minded, and so at the first opportunity these teachers take town schools. This is our most acute problem, the securing of permanency among the rural school teachers, and although such schemes as teachers' residences developed by the Department of Education in recent years have helped wonderfully, something

further is necessary. Living conditions, must be improved, the social life must be developed, the environment of the school enhanced, and the financial reward made attractive.

The problem of retaining our teachers in the same schools beyond one year seems as far off solution as ever, and the too frequent change is harmful to the children. Of 85 schools visited during the first term of the year, 60 had changed their teachers that year. All of the blame does not rest with the teacher. It is true that discontent causes her to change, or a desire to return to the town or city, and often the fact that there are no prospects there for promotion or of increased salary is a cause. Living conditions and operation of Summer Schools are causes which the teacher cannot as a rule remedy.

The scarcity of teachers during the first three months of the year kept closed many schools which otherwise would have been open during that period. Many districts which expected to open school on March 1st found themselves unable to secure teachers until the middle of April when the Normal students graduated. As a result the average number of teaching days per school was much lower than it would have been had this scarcity not existed. Some districts hired permit teachers when they found that no



BEAUTIFUL STONE SCHOOL WITH FULL SIZED BASEMENT, CONTAINING
FULLY EQUIPPED KITCHEN—WILL SERVE AS COMMUNITY HALL—
SPRINGWATER S.D. No. 2854

qualified teachers were available, but as a rule I advised against this action. During the spring term only fourteen permit teachers were employed so that the large majority of the schools were manned by qualified teachers. The outlook next year points to a supply of qualified teachers sufficient to do away with the permit teacher. (Inspector Gray, Consort.)

The shortage of teachers has been most noticeable during the past year. It has been necessary to recommend 39 permits during

the whole year. However, the situation has greatly improved and there is a promise now of a sufficient number of qualified teachers to fill all schools in the inspectorate. A large number of qualified teachers who were married and living in the respective districts were employed during the year. The great advantage derived from such an arrangement was the fact that it solved the question of providing a boarding place for the teacher. But the boarding of the teacher is still a problem, and there seems to be an aversion to taking the teacher into the home in many localities. This is usually due to the fact that the homes of most of the settlers are small and that there is not an extra room available.

The project of building teachers' residences according to the Departmental plan has not met with much success. It seems to be the idea that the scheme is too elaborate and expensive for the use that will be made of the residence since many teachers prefer to board. In this inspectorate there are six districts which have provided small houses on the school property; these have all proved satisfactory. Two of these houses are portable and can readily be moved from the school yard to a nearby farm, should the teacher desire to have it so placed. (Inspector Dobson, Hanna.)

Probably the erection of good teacherages, so placed as to serve the teachers of two or more schools, will be found preferable to the system heretofore followed, that of erecting each residence to serve one school only. (Inspector Cartwright, Irvine.)

We are drawing more and more on a supply of students who have received their education under rural conditions and are in closer touch with rural affairs. This should somewhat relieve the situation created by so many city trained teachers refusing to go to outlying schools and thus making it more difficult to keep these in operation under qualified teachers. (Inspector Liggett, Strathmore.)

The decrease in the number of permit teachers and the increase in the number with professional standing is marked. So far as the High River inspectorate is concerned the permit teacher is now practically eliminated. Hard times are not an unmixed evil and one of the redeeming features of the present stress is the return to the schools of fully qualified teachers, a number of whom are married women. The replacement of the permit teacher by women of qualification, maturity and experience, is reflected in the schools by an improved quality of service. (Inspector Boyce, High River.)

QUALIFICATIONS OF TEACHERS.

It is evident that the qualification of the teachers employed in the schools of the Province shows improvement. The year 1921 saw the first graduation from the long term Normal School course. The results of this lengthened training period have been two-fold. On the one hand the supply of certificated teachers was cut down and more permits were granted in 1921 than in 1920, but on the other hand, all inspectors report a marked improvement in the capacity and the efficiency of the lately graduated teachers. Many teachers are aiming to improve their academic and professional standing through extramural courses offered by various Universities and by attendance at the Summer School for teachers, con-

ducted under the direction of the Department of Education. The inspector endeavours to improve the teacher in service. Upon the basis of his reports professional certificates are made permanent. While it is true that the inspector may see the teacher at work only two or three times in the year, nevertheless, by reference to previous reports he is able to note the development of the teacher and detect weaknesses in her management and methods. All these matters are discussed frankly with the teacher and remedies are sought. The views of the inspectors concerning the qualifications of teachers may be had by reference to the following quotations from their annual reports:

Fifteen per cent. of the teachers inspected during the year were the possessors of provisional certificates or permits, and thirteen per cent. held third-class certificates. The teachers with third-class certificates had had from one to several years' experience before entering the profession in Alberta, and on the whole were doing a very commendable type of work in the schools inspected. (Inspector LeBlanc, Sturgeon.)

There seems to be a tendency on the part of teachers, as they continue in the profession from year to year, to give a decreasingly small amount of time and attention to Physical Drill, Manual Arts, Hygiene, etc., and to emphasize the teaching of the "Three R's." (Inspector Brooks, Stony Plain.)

It is unfortunate that so many districts did not secure teachers with proper professional training. The short term schools especially have suffered in this respect. A number of them employed University students, many of whom were inexperienced and without any training in the art of teaching. Few of these did satisfactory work. (Inspector Fife, Fort Saskatchewan.)

The character of service given by teachers generally throughout the inspectorate is being improved by reason of the lengthened normal school term. The teachers that have taken the yearly course give the best service of any, and it is very rare to find a board of trustees that is not anxious to re-engage one of these for another year. (Inspector Nelson, Wetaskiwin.)

During 1921 the professional standing of the teachers in this inspectorate, whose work I had the opportunity to observe, is indicated as follows: 22.42 per cent. held First Certificates; 56.32 per cent. held Second Certificates; 8.04 per cent. held Third Certificates; and 13.22 per cent. held Permits. A very large percentage of our rural teachers have not been induced, or cannot be induced, to remain longer in a district than one term. The loss of time and effort incident to the engagement of two or more teachers in a district during the year is very deplorable. The most competent teachers cannot accomplish much when in charge of a school for a short period, and when a rural school, for two or more successive years, has two or three different teachers in charge during the year, the school necessarily gets into such a condition that real advancement seems impossible. Pupils subjected to this school treatment apparently lose interest and capacity for work. (Inspector Russell, Camrose.)

The majority of the teachers are earnest, faithful workers and are making an honest effort to develop their pupils. Thorough preparation for each day's work is the motto of many of the teachers

and is responsible for the excellent work done in the school room. (Inspector Haverstock, Hardisty.)

The schools in charge of qualified and experienced teachers are being the best served, and in very few instances should there be any cause for complaint on the part of parents, especially where a teacher who has been granted a permanent certificate is employed. (Inspector McLean, Lacombe.)

The quality of the service during the past year may best be estimated by an analytical summary of my gradings of the teachers. These cover 220 visits and in most cases each teacher was reported on twice. My standards were Very Good, Good, Fairly Good, Fair and Poor. Of the 220, 76 were V.G., 109 were G., 25 were F.G., and 10 were Fair. In other words 84 per cent. were graded as Good Teachers, 11 per cent. Fairly Good and 5 per cent. Fair. My gradings were made on exactly the same basis as those of the year 1920, which gave these results: Good Teachers 75 per cent., Fairly Good 14.3 per cent., Fair 9.5 per cent., and Poor 1.2 per cent. In no case did I find the work such as to warrant the dismissal of the teacher. (Inspector Gibson, Red Deer.)

There were 125 school departments in operation throughout the whole year. One hundred and seventy-five teachers were employed to man these departments during the year:

Male teachers	35	Female teachers	140
1st Class Certificated teachers	40		
2nd Class Certificated teachers	83		
3rd Class Certificated teachers	21		
Letters of Authority	12		
Permits	19	(10.8 per cent.)	

Seven teachers held university degrees; one Ph.B., one B. Sc., one M.A. and four B.A. Eighteen teachers had had special training. The frequent changes in teachers are indicated by the fact that 175 teachers were engaged to supply 125 departments. Thirty-seven rural districts had two teachers during the year, one rural district had three teachers. (Inspector Aylesworth, Olds.)

The number of qualified teachers is gradually increasing and it would appear that the time is not far distant when the supply will equal the demand. In this inspectorate, owing to unfavourable crop conditions and other reasons, a number of married women have again taken up teaching and in several instances teach the school of the district in which they reside. This has to a large extent relieved the teacher shortage, although it is still necessary to employ a limited number of permit teachers. However, from all appearances the day of the permit teacher is doomed and I do not think I am too optimistic in saying that the end of the next year will see every school in the inspectorate with a qualified teacher in charge. (Inspector Macgregor, Three Hills.)

Our teachers are, generally speaking, comparatively well qualified, the greater number of whom have obtained their academic and professional training within the Province. There were, however, during the past year, twelve who were teaching on permits, and eleven who had third class professional standing. Of the latter nearly all were from the Maritime Provinces, and murmurs of dissatisfaction are beginning to be heard at the granting of

certificates to those from other provinces whose academic standing is about the equivalent of our grade ten, while our own boys and girls are required to have taken the grade eleven work before they are granted the privilege of attending Normal School, or even of teaching on a permit. It is but fair, however, to say of those from the Maritime Provinces, that although their standing was no higher than third class, the majority of them were good teachers, the work of some of them being really excellent. (Inspector Hutchison, Macleod.)

The average qualification of the teachers is Second Class, but it is pleasing to note that a number of teachers are aiming at higher academic and professional standing. Extramural courses from Universities are being taken by them to this end. The courses offered by the Department at the Summer School for teachers are proving very satisfactory, and the inducement of becoming specialists in certain lines will draw an increased attendance from this inspectorate.



PUPILS AT DRY CROSSING S.D. No. 3448

To maintain the professional standing of teachers, appropriate books and magazines have been recommended to them at the period of inspection. I expect to see a marked improvement in teaching during the year 1922. (Inspector Williams, Cardston.)

INCREASE IN FACILITIES FOR HIGH SCHOOL WORK.

The year 1921 has been remarkable for the increase in the enrolment in the High School grades in all types of schools throughout the Province.

There has been a growing demand for the extension of High School opportunities to rural communities. The modification in the regulations governing the Departmental Examinations, whereby Grade VIII candidates are permitted to write at their own schools has had the effect of increasing the number of pupils possessing High School entrance standing. Then, too, the special grant to one-

room schools undertaking work in grades above the eighth has encouraged many rural school boards to provide facilities for the teaching of High School subjects. The following comments of inspectors illustrate the tendencies referred to:

The year was marked by an increased number of Grade VIII pupils writing upon the final public school examination. (Inspector Crispo, St. Paul des Metis.)

Each succeeding year brings a broadening out of the academic work carried out in the schools. The work of Grade VIII was taught in thirty-one ungraded rural schools, and in five of these instruction in Grade IX was given. In the graded schools one centre conducted the work of Grade XI and two were giving instruction in Grade X. (Inspector LeBlanc, Sturgeon.)

The number of rural schools in which the work of Grade VIII is being taught is steadily on the increase. During the year 1921 the number of pupils in this grade in the various schools was at least 100 per cent. larger than in any previous year; some of the older schools, for the first time in their history, had candidates writing the Departmental Examinations. It naturally followed that a greater number of students desired to try the Grade IX work after the summer holidays; consequently during the second term of the past school year more schools have made provision for the teaching of Grade IX, and at least seven of these schools have only one room. (Inspector Brooks, Stony Plain.)

In the inspectorate, speaking generally, there is evidence of an increasing desire for more and better education for the children. The number of pupils passing the Departmental Grade VIII examination is steadily increasing, and there is a growing number of rural schools attempting classes beyond Grade VIII. In seven schools Grade IX subjects are being taught. Two schools are offering courses in Grades IX and X. Two are giving IX, X and XI and one is undertaking work in all four High School grades. (Inspector Fife, Fort Saskatchewan.)

The schools vary a good deal in their range of work. In three village schools, two carried work to Grade XII, and one to Grade XI. Of the rural schools in the English-speaking districts, seven had pupils in Grade IX and most of the others had pupils in Grade VIII for at least a part of the year. In the non-English districts, there were no pupils as high as Grade VIII. (Inspector Bennett, Manville.)

Grade IX work was taught in ten rural schools during the year, and Grade X in one rural school. All the pupils taking up this secondary work would have quit school had not the teacher offered to assume this extra burden. Too much credit cannot be given the teachers who are willing to teach these extra classes in an ungraded school. Generally speaking the work was fairly well handled. (Inspector Nelson, Wetaskiwin.)

There has been a decided increase over previous years in the number of pupils throughout the inspectorate who wrote on the Grade VIII departmental examinations. The opportunity offered by the Department of Education for Grade VIII pupils to write their examination at more convenient centres than in former years, or at home centres, appears to have been a great stimulus. (Inspector Russell, Camrose.)

Of the rural schools inspected, twenty-five per cent. are teaching Grade IX work. This alone is evidence that a real effort is being made to raise the standard of education in the rural districts. (Inspector Haverstock, Hardisty.)

At the last session of the Legislature an amendment was made to the School Grants Act by which a special grant of 50 cents per day is given to one-roomed schools undertaking work beyond Grade VIII. The amendment has had the effect of encouraging rural districts to give the Grade IX course. In this inspectorate, ten schools gave instruction in the subjects of Grade IX during the Fall term. In order to earn the special grant, districts must have the written authority of the inspector of schools before undertaking the advanced work. I have made it a point to give the authority only to those districts where a properly qualified teacher is employed, where the attendance is small and where at least one of the lower grades of the school is not represented. (Inspector Fuller, Wainwright.)

The number of students desirous of taking the Grade IX examination from their own rural schools is steadily increasing. Next year there will be twice as many as there were this year, and it is to be regretted that owing to the crowded condition of a number of the schools these children are often refused admission. In some cases this must result in the school career of the pupil terminating with Grade VIII. It will, however, require a greater obstruction than this to keep most of them from the higher grades. (Inspector McLean, Lacombe.)

Grade IX was taught in fourteen of my rural schools, and the payment of the extra grant of fifty cents was recommended for such schools. The teaching of High School subjects in rural schools means some advanced instruction to many pupils who would not otherwise receive it. In the case of a heavy school, however, the public school grades are somewhat neglected as a result. (Inspector Thibaudeau, Stettler.)

An increased desire to obtain something better than a Grade VIII standing was noticed during the year. General financial conditions and limited accommodation in Town and Village schools increased to nineteen the number of rural schools where work above Grade VIII was being conducted. (Inspector Yule, Castor.)

In rural districts there are some seventeen schools taking the work above Grade VIII, and in spite of handicaps, doing it quite successfully. (Inspector Dobson, Hanna.)

There is also an increase in the number of Grade IX pupils enrolled in the rural schools. No longer are there positions with good pay for the teen-age boys and girls and it would seem that the present financial stringency is largely responsible for the larger enrolment in the high school grades. (Inspector Boyce, High River.)

During 1921 Grade VIII instruction was given in five village schools and fourteen rural schools. The aggregate Grade VIII attendance was forty-two pupils. Twenty-four pupils, whose homes are in the inspectorate, received high school instruction. Nevertheless, interest in education is gradually increasing. Some school boards, and many parents, now realize that not the inexpen-

sive but the efficient teacher should be engaged. (Inspector Cartwright, Irvine.)

EXPANSION OF EDUCATIONAL FACILITIES IN TWO-ROOM AND CONSOLIDATED SCHOOLS.

Evidences of progress are to be found in the following comments concerning the quality and extent of the work being undertaken by the two-room rural schools, and the consolidated schools:

One two-room school was built this year, and three other districts have built along plans which admit of extension. These I hope to see, during the coming year, develop into the two-room type of school, which besides its many advantages for public school work will no doubt in the near future admit of some High School work being done. (Inspector Crispo, St. Paul des Metis.)

This type of school has won a place for itself, already in rural communities. The work accomplished is far superior to that of the one-room eight grade school. The districts possessing them are pointing to their accomplishment in this regard with pride. The



CENTRAL VALLEY SCHOOL, No. 791

resident ratepayers with children, in nearly every case, would be very sorry to have to revert to the old accommodation. The teachers in these schools are directing Grade IX classes in a very satisfactory manner. In one case a Grade X pupil is receiving instruction. The higher cost of operation is the only deterrent factor. However, this is largely offset by large grants from the Government for this type of school. (Inspector Robertson, Leduc.)

Five rural districts have two-room schools, but only one of these was kept in operation throughout the year as a two-room school. In this case the progress and standing of the pupils has been highly satisfactory. In the others fairly good work was done, but it was somewhat intermittent. There was some difficulty in getting the

right type of teachers for these schools, that is, who might become something of a fixture. All but one of these schools have good houses in connection for the use of the teacher, but even with this inducement most of the teachers have been birds of passage. (Inspector Butchart, Vegreville.)

In this inspectorate there are eight two-room schools, all of which are being operated successfully and efficiently, to the great advantage of all the pupils and particularly to the advantage of the pupils of the more advanced grades, who would otherwise have little opportunity afforded them to pursue their school work. There is only one consolidated school district in this inspectorate. This is a distinctly rural school. This school is affording the rural community all the privileges and advantages of a town graded school. (Inspector Russell, Camrose.)

The most outstanding feature of the year in connection with organization was the forming of a rural secondary consolidation at the village of Irma, the first such consolidation, I believe, to take place in the Province. At the 1921 session of the Provincial Legislature amendments were made to the School Ordinance for the purpose of enabling districts to unite in order to provide facilities for secondary education. As no high school work was being done at Irma and as the nearest high schools are at Wainwright and Viking, both of which places are at considerable distance from the districts concerned, the ratepayers were not slow to see the advantages to be derived from a consolidation. A poll was held in the month of August and a vote of three to one in favour of the project indicates fairly well the attitude of the ratepayers towards the new plan. Ross, Alma-Mater, Sunny Brae, Strawberry Plains, Glenholm and Irma are the districts included in the consolidation and it is the intention, ultimately, to build a High School in the village of Irma. In the meantime, classes are being carried on in the Presbyterian Church, which has been rented for the purpose. At present the school has an attendance of twenty-three pupils enrolled in Grades from VIII to XI, inclusive. On the whole, the plan is working out very successfully. A High School was a real need in the community and there was no other method by which it could be had. Needless to say, the ratepayers who are interested in the question of education are well pleased to have a secondary school at their own doors. They see two principal and very obvious benefits coming from the consolidation. In the first place it saves parents the heavy expense of sending their children away from home and consequently increases the number who are able to take advantage of a high school education. Secondly, and more important still, it enables the parents to have their children under their own roofs during the high school period which is generally recognized as a critical stage in the life of the student. (Inspector Fuller, Wainwright.)

Interest in consolidation in this locality is at a low ebb, due almost entirely to the fear of increased taxes. Occasionally a request comes in for information on consolidation but when the inquirer learns that this system, while more efficient is also more expensive, his interest wanes. I believe, however, that when conditions return to normal, the interest in consolidation will revive. (Inspector Gray, Consort.)

The schools in the five consolidated districts are doing excellent work. One of these had six successful candidates in Grade XI last June, of whom five are now attending the Camrose Normal School. (Inspector Macgregor, Three Hills.)

Of the eleven consolidated schools in this inspectorate, all but one are doing good work. Practically all consolidated schools are taking up high school work, and the increase in the number who are studying the work of Grade VIII and the high school grades, is one encouraging feature of the work of these schools. In the past year, only two consolidated schools had to call for financial assistance from the Government, but I regret to state that on account of the light crop again this year, assistance may have to be rendered some of them in the spring of 1922. I am pleased to report that in a number of these districts there appears to be a better spirit of co-operation with the end in view of making consolidated schools operate more efficiently. (Inspector Scofield, Foremost.)

HIGH SCHOOL WORK IN SMALLER URBAN CENTRES.

There has been marked expansion in the High School work carried on in the schools of the smaller towns and villages. The quality of the instruction afforded shows steady improvement. These schools are rendering a most important service in that they provide secondary education not only for the children of centres at which the schools are established, but also for those of the surrounding rural districts. It is from the students of these schools that many of our most effective teachers are recruited.

The problem of financing these High School departments is a very difficult one, as will be noted from a reading of the comments of inspectors. It is justly felt that the rural districts whose students are enjoying the advantages afforded should contribute to their support:

I cannot speak too highly of the quality of the high school work done in Fort Saskatchewan, Lamont and Mundare schools. These schools are preparing a goodly number of pupils each year for the Departmental Examinations and they have very few failures. (Inspector Fife, Fort Saskatchewan.)

Last fall there were 123 pupils taking up high school work in Wetaskiwin, four teachers being in charge. At least 50 per cent. of these pupils are from the country. An equal percentage of the 47 high school pupils in Ponoka were from rural districts. In the six high school departments within this inspectorial district there were then at least 85 each from town and country, and including those pupils who took Grades IX and X work in rural schools, we find that in round numbers about 100 country pupils enjoyed the advantages of secondary education in 1921. (Inspector Nelson, Wetaskiwin.)

The financing of the small town school is becoming a serious problem. Many of the pupils attending these schools, especially in grades above the eighth, come from the adjacent rural districts, which, under present regulations, do not contribute directly to the upkeep of the town school. It is felt by the ratepayers of the town districts that part of the cost of operating the high school room, or rooms, should be borne by the surrounding districts. The

machinery provided in the Secondary Consolidated School should help to solve this real problem. (Inspector Haverstock, Hardisty.)

The several towns or villages where high school work is being taken are beginning to protest strongly against the increased cost of operation brought about by educating country students from outside the boundaries of the district. There is a movement on foot to reduce expenses either by refusing to admit students from other districts or by the securing of an area of land of some four or five school districts around a centre, and taxing this for high school purposes. (Inspector McLean, Lacombe.)

The new legislation is recognized as an admirable solution of the problem of providing high school facilities to the country districts but in very few cases are the rural districts willing to bear their share of the expense, especially while the village schools, in order to obtain the additional grant, are compelled to admit high school pupils from outside districts free of charge. The cost of providing extra accommodation bears heavily on the village districts.

There has been a gratifying increase in the enrolment in high school classes during the year. At two centres, Consort and Monitor, work is taken up to the end of Grade XI, while at Veteran and Altario the work of Grade X is completed. It would seem to indicate that the people of this Province are realizing the value of high school education. (Inspector Gray, Consort.)

The demands of higher or secondary education are being looked after in most of the centres. Grade XI work is being offered in four villages. In Drumheller there are two teachers taking the high school work. In Hanna two teachers handle the work from Grades VIII to XI. The teachers in the villages who teach the work from Grade VIII to Grade XI in one room have a heavy problem on their hands. They are kept very busy in trying to cover the course for all these grades. (Inspector Dobson, Hanna.)

Permanency of teacher supply is necessary for the development of secondary education. In the past probably no more than ten students have completed high school training in this inspectorate and at present four only of these are teaching. In contrast with last year when but ten were in grades above the Eighth there are now fifty-three, which indicates an approximate five-fold increase. They are distributed as to grades as follows: Grade IX, 45; Grade X, 6; Grade XI, 2; as to types of schools: in village and town, 5; in consolidated, 37; in rural, 11 (Grade IX). (Inspector Mackenzie, Brooks.)

Although considerable effort has been made to establish Night Schools, only one was operated during the winter 1920-21; three were organized for the winter 1921-22. Lack of desire for instruction and the effort to curtail expenses, account for the fact that Night Schools are not generally wanted. (Inspector Cartwright, Irvine.)



CHAMPIONSHIP TEAMS—EDMONTON SCHOOLS

1—Rifle.

2—Signalling and First Aid

3—Baseball.

EDUCATIONAL PROGRESS IN THE CITIES

There has been a steady increase in the school population of the cities of Calgary, Edmonton, Lethbridge and Medicine Hat. This increase is not due to any marked influx of students from outside the cities, but is rather accounted for by the circumstance of large numbers of resident children reaching school age during the year. To meet this situation it has been necessary to extend the school accommodation. On account of the high cost of building materials and labour and the difficulty of selling school bonds at reasonable prices, the school boards have secured temporary quarters for the additional classes. There has been no school building program of any magnitude carried out in any of the cities. The attendance in the city schools is maintained at a high standard. The activities of the Medical Departments along with the school attendance officers are responsible for lengthening the school attendance period of the children enrolled.

* In Edmonton and Calgary special classes are conducted for sub-normal children and in several of the cities special arrangements were made for those pupils who display exceptional ability. In these classes children capable of making rapid progress through the grades are afforded the opportunity of doing so.

Evening classes which provide a wide variety of courses, for those employed during the day, were established in the cities. These classes have an increasing enrolment of students who are ambitious to improve their educational and vocational qualifications.

The following extracts from the reports of inspectors representing the Department in the cities, will be of value in understanding the progress and the special types of effort in the field of elementary education in these centres.

The Edmonton inspectorate embraces the City of Edmonton and includes two school districts: The Edmonton Public School District No. 7, and the Edmonton Roman Catholic Separate School District No. 7. The number of school rooms is as follows:

EDMONTON PUBLIC SCHOOL DISTRICT, No. 7.

	Public	High	Total
1921 (Dec.)	281	56	337

EDMONTON ROMAN CATHOLIC SEPARATE SCHOOL DISTRICT No. 7.

	Public	High	Total
1921 (Dec.)	41	4	45

The teaching staff in December, 1921, was as follows:

	Men		Women		Total
	Separate	Public	Separate	Public	
Academic Work ..	4	75	41	268	388
Domestic Science ..	..	..	..	7	7
Manual Training ..	..	5	..	..	5
Art	..	1	..	2	3
Physical Training ..	..	1	..	..	1
					404

(Inspectors Lord and LaZerte, Edmonton.)

Besides the Public and Separate Schools of Calgary the inspectorate included twenty-five outside districts with forty Departments in operation. There were in operation at the end of December a total of 339 departments in the inspectorate. (Inspectors Roberts and Fowler, Calgary.)

The staff of the city has been increased this year by four teachers, three on the public and one on the separate school staff. While there has been some change as to the personnel of the teaching staff it has not amounted to more than ten per cent. of the total number. This continuous service on the part of the majority of teachers has contributed very materially to the effectiveness of the work in the class room. (Inspector Watson, Lethbridge.)

Exclusive of the High School, 65 rooms are in operation, 62 in the Public School and three in the Separate School. Instruction in commercial work was begun again this year in the High School. There is need in the schools of systematic teaching in music by a trained instructor. (Inspector Buchanan, Medicine Hat.)

The school population of Edmonton is increasing rapidly:

PUBLIC SCHOOL DISTRICT.

	Enrolment	Increase
November, 1919	10,248	...
November, 1920	11,089	841
November, 1921	12,015	926

The distribution of enrolment according to grades is as follows:

	Oct. 1920	%	Nov. 1921	%
Kindergarten	326	2.97	.....	.....
Grade I	1866	17.04	2066	17.2
Grade II	1380	12.6	1561	13.
Grade III	1225	11.2	1422	11.8
Grade IV	1116	10.2	1250	10.4
Grade V	1070	9.7	1121	8.31
Grade VI	1051	9.6	1124	9.32
Grade VII	794	7.25	953	8.
Grade VIII	716	6.54	816	6.8
Grade IX	476	4.34	596	5.
Grade X	232	2.12	337	2.8
Grade XI	199	1.8	230	1.9
Grade XII	59	.53	94	.78
Commercial	206	1.88	186	1.54
Technical	244	2.23	259	2.15

From the above it is apparent that the relative enrolments of the Public School Grades have not changed greatly. It is worth noting that the upper grade enrolments have increased relatively faster than those of the lower grades. (Inspectors Lord and La-Zerte, Edmonton.)

The enrolment in the schools of Calgary shows a marked increase. This increase as in 1920 was due to a large extent to resident children coming of school age rather than an influx of children from outside points. The total enrolment in both Public and Separate Schools at the end of the year was 12,910. To care for the increase in school population one additional room was provided by the Separate School Board and twenty-five additional rooms by the Public School Board. (Inspectors Roberts and Fowler, Calgary.)

Although during the year from November, 1920, to November, 1921, the school population was increased by 926 pupils, very little new school accommodation has been provided. Basement rooms have been opened in the Jasper Place and Parkdale Schools; new single room schools have been built and occupied at North Delton, Eastwood and Alexander Taylor Schools; at North Edmonton the present building is being enlarged to the full size of the original plan and will take care of the three classes at present meeting in the Library and Church buildings. The "double-shift" system for Grade I has been found unsatisfactory and is being abandoned. At present there are only two such rooms in operation. We concur in the view of the Superintendent and Principals that this plan is only a shift and is unsatisfactory. There is a strong tendency to defer building operations until building costs have become less, and the financial burdens of the city lightened. The classes are becoming large. We are already finding some cases where large enrolments coupled with the presence of backward pupils, is putting upon the teacher more work than can be done well enough to secure a satisfactory standard of excellence. While this is not true yet, in many cases the large class is becoming almost universal. Unless additional rooms suitable for school purposes can be found, building

is imperative if present standards are not to be impaired. (Inspectors Lord and LaZerte, Edmonton.)

In the matter of accommodation, there has been no building program undertaken. This was anticipated due to the general financial condition of the city and surrounding country. Where increased accommodation has been imperative it was provided for by using vacant halls or cottage schools. While this has apparently been the only possible policy to follow, it has unfortunately led to greater congestion on the limited playground space allotted to Central School. This has made it very difficult to conduct organized play for the whole school. Recesses taken by the classes in the old buildings at a different time from that of the main school would assist very materially. (Inspector Watson, Lethbridge.)

Arrangements have been made between the Public and Separate School Boards whereby one attendance officer is in charge of the enforcement of the School Attendance Act within the city. During the year 673 investigations of non-attendance were made, and 445 warning notices were issued. It was necessary to bring 32 cases into Court and convictions were secured in 30 of these. The attendance in the city schools is eminently satisfactory and indicates a continued effort on the part of the teachers, principals and school officers to see that every child is enjoying the fullest opportunity to secure school advantages.

A very satisfactory organization has been built up in connection with Elementary Education in the city. The principals of the larger schools are men of wide educational experience, high academic standing and strong personality. These men are responsible for the teaching of Grade VIII in addition to the work of administration and supervision in their schools. On account of the time required for teaching Grade VIII, it is impossible for the principals to devote much time to supervision and direction of teaching in their schools. There is a lack of co-ordination of effort apparent throughout the schools because of this.

To care for the subnormal children throughout the city, the Calgary Public School Board has established two special classes. Before being admitted to these classes the children are given mentality tests. The educational work which is done in these classes is largely manual and constructive. These classes are also available for the subnormal children of the Separate Schools. The enrolment varied throughout the year but in December there were thirty-one pupils in attendance. (Inspectors Roberts and Fowler, Calgary.)

In order to advance the interests of brighter pupils, and thus decrease the period of their public school attendance, an effort has been made to place the senior pupils of two different classes of the same grade under one teacher. The class is then left under the same teacher for a longer period than one year and she is given a definite objective to attain in the time allotted. In this way capable pupils can save from one to two years' attendance, reducing the total attendance from eight years to seven or even six. There is no intention or attempt to advance these pupils beyond their ability, but it is a well known fact that, in the ordinary course of procedure, the brighter pupils are retarded by the slower ones and consequently lose interest. The above plan gives them a chance to proceed at a

normal rate for them. The slower pupils are given an opportunity of taking one grade a year in the regular way. It is only in the largest school of the city where such a plan is workable, as it cannot be followed to any great extent in the ordinary eight-roomed school. (Inspector Watson, Lethbridge.)

During the year the work of the evening classes was considerable. The following courses were offered:—High School and Matriculation subjects, Commercial Subjects, Physical Training, Dress-making, Millinery, Cooking, English for non-English adults. The total enrolment was 534 and there were 22 teachers employed. (Inspectors Roberts and Fowler, Calgary.)

The evening classes which were successfully established last year have continued and increased in all departments. These classes have proved very popular with the residents of the city, especially for those whose education has previously been retarded or who wish to specialize in the branches of work offered. (Inspector Watson, Lethbridge.)

One night class is receiving instruction in English and Arithmetic. The members of the teaching staffs are well qualified, the majority have had some years of teaching experience and they are all desirous of giving service in the classroom.

The various subjects of the course of studies are being taught with uniformly good success in the different schools of the city. The teaching of Reading and Language has received particular attention during the past year or two and in these subjects the work is exceptionally good.

At the present time the Public School Board employs an Art Supervisor who directs the instruction in this branch in the primary and intermediate grades by means of grade meetings and inspection visits, and teaches the work in the senior grades. The new course in art is being tried out here this fall. The teachers and pupils appear to take greater interest in the subject and the work done in the various grades is of an excellent quality. (Inspector Buchanan, Medicine Hat.)

MEDICAL INSPECTION.

By arrangement between the Boards of Trustees, the Medical Inspection Department serves the Public and Separate School systems. This Department has been established for a number of years and at the present time is a very important branch of the educational work of the city. It includes the health inspection of all school children by school nurses who refer any special or doubtful cases to the Examining Physician; a complete physical and medical examination of every pupil at least once a year; a follow-up system of home visitation; an eye, ear, nose and throat clinic; a dental clinic which provides both examination and treatment. To administer all these phases of health work, the following staff is required:—An Examining Physician, who is in charge of the work of the Department; an assisting (part time) Physician; the part time services of an Eye, Ear, Nose and Throat specialist; two full time Dentists, and a staff of eight nurses, one of whom is responsible for the work of the Separate Schools.

The following details for the year 1921 will indicate the nature and magnitude of the work that is being performed by this Department. The number of health inspections made by the nurses was 88,893 of which 8,394 were referred to the Examining Physician. In following up the inspections 3,627 visits were made to the homes by the nurses and 94 by the Examining Physician. The Eye, Ear, Nose and Throat Clinic fitted 612 pupils with glasses and performed 3,739 operations. The Dental Clinic made 6,377 special examinations, giving 10,759 treatments. The Medical Inspection Department has recommended the supply of free milk, and this system will be started early in the year.

The general good health of the pupils and the increased regularity of attendance throughout the city indicates the success with which this work is being carried on. (Inspectors Roberts and Fowler, Calgary.)

The Medical Inspection Department functions for both the Public and Separate School Districts. The staff is as follows:

Doctors	2
Dentists	2
Nurses	6

(Inspectors Lord and LaZerte, Edmonton.)

In the Health Department of the schools are included a full-time school nurse, medical inspection and free clinic treatment. (Inspector Buchanan, Medicine Hat.)

TEACHERS' INSTITUTES.

During the fall term a series of eight Teachers' Institutes was conducted. A half day was spent on the work of each grade. The attendance at these meetings was excellent and the interest displayed by the teachers was very marked. The members of the Calgary Normal School Staff contributed very materially to the success of these institutes. (Inspectors Roberts and Fowler, Calgary.)

ANNUAL CONVENTION.

The annual convention of the Northern Alberta Teachers' Association was held in the Separate School Hall, on November 3rd and 4th. Those in attendance were mainly from the Edmonton City staffs. Professor Osborne, of Manitoba University, gave two splendid addresses, and the remainder of the programme consisted of addresses and discussions by teachers, Normal School instructors and inspectors. It was the consensus of opinion that a very practical and helpful programme was arranged by the Executive, and that the entire programme had a very direct bearing on class-room procedure. (Inspectors Lord and LaZerte, Edmonton.)

SCHOOL ATTENDANCE.

Of the manifold duties of the inspector, not the least important is that of seeing that the Attendance Act is enforced. He investigates those cases where parents have failed to respond to the preliminary letter and five-day notice issued by the Attendance Branch. In such cases the teacher is consulted and the parents in question are visited before legal action is taken under the Act. At the time of his regular inspection he examines the school register, compares it with the school census, discusses with the teacher ways and means

of dealing with individual cases and frequently visits parents to acquaint them with the requirements of the Act and with their responsibilities in the matter of regular attendance of pupils. Reference has already been made to the increased permanence of inspectors in their respective fields. This allows them to become familiar with the problems peculiar to each district, and even to individual families. A few extracts have been selected to show the nature of the inspector's work under the Attendance Act:—

The attendance in many of the schools has not yet reached as high a percentage as is necessary. This, in many schools, is due to the condition of the roads caused by rain and snow; also many of the road allowances are not yet opened up and some of them are frequently impassible. (Inspector Bremner, Grande Prairie.)

The past year has noted a wider use of exemption certificates when children could legally be kept at home and fuller recognition of the teachers' powers and duties in the administration of the Act. In all, sixteen prosecutions, covering widely scattered districts of the territory, were conducted, and in all but two cases, convictions were obtained. (Inspector LeBlanc, Sturgeon.)

The enforcement of this Act is a rather disagreeable part of the inspector's duty, and requires much time which might with advantage be spent in the school rooms. The foreign people are the most frequent infractors of the Attendance Act and among them thirty-three cases were prosecuted and thirty-one convictions secured. Only one of these cases was from a school district in which there were prosecutions in 1920. This fact would indicate that the enforcement was necessary and had a beneficial effect. (Inspector Fife, Fort Saskatchewan.)

Sixty cases of truancy were dealt with during the year and thirty-one were taken into Court. The latter were mostly from non-English districts, as these people pay no attention to the preliminary letter sent out by the Department and very little to the final warning notice, unless they are continually reminded that it means something, by the penalties being inflicted. (Inspector Bennett, Manville.)

Generally speaking, the attendance was satisfactory throughout this inspectorate last year. To give a concrete example, the average percentage of attendance of sixty-four rural schools inspected during the months of March, April, May and June, was 82.87%; and the percentage of attendance of fifty schools inspected during the months of September, October and November, stood at 82.56%. The percentage of attendance for the month previous to the one in which the inspection was made, was carefully noted down in each case, so that these figures may be considered as affording a fairly accurate estimate of rural attendance during the months mentioned. (Inspector Nelson, Wetaskiwin.)

The attitude of parents with respect to observance of the School Attendance Act is, I feel assured, improving. The number of cases of acute delinquency in school attendance in this inspectorate has materially decreased. (Inspector Russell, Camrose.)

Of the thirty-three cases of violation of the Attendance Act referred to me by the Chief Attendance Officer for investigation, I found it necessary to make thirteen prosecutions. These prosecu-

tions, as a rule, have a salutary effect but there is too great leniency shown by the J.P.'s for the results to be as effective as might be desired. It is not an uncommon thing to hear a parent say that it is cheaper to pay the fine and costs of a prosecution than to go to the expense of securing hired help. (Inspector Fuller, Wainwright.)

Re School Attendance during 1921, only three Warning Notices were issued from the Department, and there were only three prosecutions during the year. Out of 106 registers taken at random, 29 recorded a percentage of 90 or over for the previous month, 27 showing a percentage of from 85 to 90, and 14 a percentage of 80 to 85. Fifty-two per cent of the registers recorded a percentage of 85 or over—70 registers recorded a percentage of 80 or over for the month. (Inspector Aylesworth, Olds.)

A healthy respect for the Attendance Branch of the Department is apparent throughout the inspectorate; except for a few unfortunates, and fewer incorrigibles, the attendance is all that could be expected under prairie conditions.

In all cases where legal action has been advised, I first visit the parents, and so far have succeeded in obtaining the desired results without legal action. The people, in most cases, are absolutely unable to pay the fine that might be imposed, and for that reason I hesitate to take them to Court. Only once have I found it necessary actually to begin action and the initial steps brought a hurried response. (Inspector Yake, Chinook.)

GROUPS, BUILDINGS, EQUIPMENT AND LIBRARIES.

Financial stringency has militated against the making of extended improvements to grounds and buildings. In large areas the drought of 1921 rendered tree-planting and beautifying of grounds by other means, a fruitless effort. It is particularly worthy of note that the provision of play-ground equipment received a reasonable amount of attention. The inspector notes carefully the conditions of grounds, buildings, equipment and, indeed, the general conditions of the school and its surroundings. These determine his award of marks upon which the library grant is calculated. From visit to visit he is able to note changes and advise as to needed improvements. Every board is advised in the report and through the award of marks, regarding the relative standing of the school in the matter of grounds, buildings and equipment. The following extracts will convey some idea of the environment and equipment of the average of our rural school plants:—

The grounds are, on the whole, unsatisfactory. Probably better times for the farmer will bring better play-ground conditions for the scholar. One must remark an improvement, however, in the play-ground equipment.

On the whole, the school buildings are of a rather poor type, sometimes being merely a rented shack. Still, the tendency to improvement is undoubted, and the spirit of the settler in seeking to improve conditions is sometimes altogether admirable. High Prairie, for instance, has built a four-roomed school, and has three rooms in operation, with the fourth ready to be used. Swan Valley, Peace Prairie, Three Lakes, Strong Creek, Donnelly and East Burnt have all built new schools this year despite straitened conditions. Falher has opened a three-roomed school with Boarding House in

connection. (In this reference it might be well to note that the Boarding House is apparently the only solution for low-lying parts of the country, such as Falher, where the roads in the Spring are entirely unsuitable for children attending school).

The Library, as an educative instrument, does not produce the results it ought to. This condition is largely chargeable to the teacher, though it would seem that the smallness of the average library is also a quite serious matter.

Hot Lunches were served in a larger number of schools this year, and it is hoped that in 1922 they will be served in every school as required. (Inspector Beveridge, Peace River.)

During the year eight districts have erected new school buildings. The majority of these are good frame buildings on Departmental plans. One of these, a one-roomed school, cost with equipment, over thirty-three hundred dollars. (Inspector Bremner, Grande Prairie.)



GARDENERS AT ANGLE LAKE S.D. No. 2347

While building operations have been delayed owing to decline in the price of farm products, three very fine schools were completed during the year. Pibroch School District, No. 3410, built a frame school of the most approved type, a barn capable of holding eight horses, provided a fine well and pump, cleared and fenced the new site, at a cost of twenty-five hundred dollars. (Inspector Gaunt, Athabasca.)

The number of schools built, taking the place in some instances of temporary structures, is worthy of notice; the total number being fourteen. (Inspector Crispo, St. Paul des Metis.)

At the beginning of the year this inspectoral Division comprised eighty-nine school districts with a total of ninety-seven departments. Five new districts were erected during the year, and the number of departments was increased to one hundred and nine. Morinville and Smoky Lake each improved the school accommodation and facilities by adding a third class room. At Bon Accord, on the

A. & G. W. Railway, a modern brick-veneer, two-roomed school was erected and placed in operation during the second term.

From experience during the past years, the conclusion is reached that the more complicated and elaborate heating and ventilating systems are not contributing in actual use the improved service which they were intended to give. The janitor in the majority of schools is a pupil who knows little and cares less for the principles under which the plan functions to the best advantage. (Inspector LeBlanc, Sturgeon.)

Four districts, on account of limited resources, did not feel equal to the task of erecting up-to-date frame buildings, and were allowed to put up log buildings. These are, however, comfortably and attractively built, and in one case the log building has now been sheathed outside with siding, and presents quite as good an appearance as a frame building. (Inspector Dwyer, Onoway.)

Bruderheim has an up-to-date four-roomed frame residence. Molodia has finished a good four-roomed home for the teacher and Paulus has enlarged and improved its teacher's residence.

On account of the prevailing low prices for farm produce, school building has been less than was anticipated at the beginning of the year, but fair progress has been made. Following is a list of the schools and residences completed this year:—

Walker S.D. — A very fine four-roomed brick school. East Clover Bar.—A beautiful two-roomed brick school. Zawale and Sachava, each a good brick one-roomed school. Radom and Ypres Valley—(New Districts) each a comfortable, modern one-roomed school.

Pleasant View has completed a fine brick four-roomed teacher's residence. (Inspector Fife, Fort Saskatchewan.)

There has been a little building activity this year. Two schools have been erected in new districts and several buildings have been enlarged. In several of the schools the cloak room partitions have had to be taken out in order to make room for the increased attendance. Two or three of these schools have now between fifty and sixty pupils on the roll and will soon have to consider the building of a second room. Two teachers' residences have been built. (Inspector Bennett, Manville.)

No new districts were erected during the year, although preliminary petitions were sent in for four tracts of unorganized territory. In each instance the vote taken was adverse. One additional graded room and four rural districts commenced classes in temporary quarters. No new buildings were erected. (Inspector Parker, Vermilion.)

One satisfactory factor in school equipment that I have noted in the course of my inspection work is the school library. It is rare, indeed, to find a school that has been established for some years that has not a splendid library of three hundred or four hundred volumes with books suited to all grades. The policy of the Department in establishing and supporting these libraries cannot be too highly commended. As a rule the books are extensively used. (Inspector Nelson, Wetaskiwin.)

There has been no special indication of an awakening interest throughout the inspectorate in the matter of beautifying school rooms, and school grounds. Reference to these enterprises elicits from school boards the information that the stringency of the times makes it necessary to incur as moderate expense as possible. Improvements of this nature have been strictly local, and have been, not frequently, put into motion through an enthusiastic teacher who has gained the confidence of the ratepayers of the district. (Inspector Russell, Camrose.)

I wish to testify to the splendid service rendered by many boards of trustees. They are women and men busy with their own affairs, but give their time and thought to school problems and are always willing to discuss changes for the betterment of the schools and make improvements where they can. (Inspector Haverstock, Hardisty.)

Outside of fencing, little has been accomplished in this inspectorate in improving the appearance of the grounds of the rural schools. Trees are necessary for ornamentation and no school board in this division has yet succeeded in getting them to grow. What is needed is actual experimentation in tree growing in this district. Until the inspector can supply the trustees with the necessary information for the successful planting and growing of trees, all recommendations to school boards on the subject are worse than useless.

During the year there was, in general, a decided improvement in the heating equipment of the schools in this inspectorate. In the fall term of 1920, I emphasized in a great many of my reports the need of more modern heating systems to take the place of the un-jacketed stove which is a very unsatisfactory arrangement for securing the equable heating of a rural school. As a result of my efforts, about 75% of those schools that were still without modern heating equipment were installed during the year with up-to-date plants of the Waterbury type. (Inspector Fuller, Wainwright.)

Owing to the inspectorate being in an early settled part of the province the schools are of an old type, as they have been built for from fifteen to twenty-five years. The lighting is from both sides of the room, the foundations poor and the buildings as a whole much inferior to those of the more up-to-date plan and design to be found in more recently settled parts of the province. The school furniture and equipment is likewise largely behind the times, and these must soon be replaced. The blackboards are often very poor and should have been replaced several years ago. New ones are being, by degrees, installed, but in some instances trustees have to be practically forced to furnish satisfactory boards in order that the eyesight of the children may not be impaired. (Inspector McLean, Lacombe.)

The past year was characterized by a desire on the part of many boards to secure the very best teachers available. They offered twelve and thirteen hundred dollars, often with free teacherages. One rural district paid fourteen hundred to secure a highly qualified man, after having offered their previous teacher sixteen hundred if he would return. (Inspector Thibaudeau, Stettler.)

Practically all schools have good heating plants; stables have been provided and the school grounds have been enclosed by substantial fences. A few schools have planted trees and erected flag-

poles which add much to the general attractiveness of the school. In some schools splendid playground equipment has been provided by district organization. (Inspector Yule, Castor.)

The Women's Institute and the U.F.W.A. have done good work in my inspectorate. They have instituted hot lunches in the rural schools and provided the equipment, have provided individual cups and towels and sanitary soap; they have been instrumental in bringing about improvements in school grounds and buildings. Moreover, they have done valuable work in holding contests in oral composition in various local centres, they have secured boarding houses for the teachers and have been instrumental in drawing the teachers into the social activities of the districts, and in many other ways have fostered a community spirit. (Inspector Aylesworth, Olds.)

Many little petty difficulties have been thrust into affairs educational during this year which would not have come up had economic conditions been more favorable and had people been more prosperous and contented. (Inspector Dobson, Hanna.)

School lunches were provided possibly from a different motive this year than heretofore, owing to the special conditions of distress. Each family was able to contribute something to the lunch and diffidence on the part of any was overcome as a consequence. Hot soup was served with each lunch and the evidences of malnutrition in a few cases disappeared.

It is with a sense of deep satisfaction that I am able to report that the two schools in this inspectorate whose population is of foreign origin have for the first time operated for a full ten months' term under sympathetic and effective instruction. One of these schools with an attendance of thirty young Canadians of Dutch descent was successful in carrying off the first prize for parade at the school fair against keen competition, to the great satisfaction of themselves and their teacher. (Inspector Mackenzie, Brooks.)

The library books sent each year to districts by the Library Branch are always welcomed and continue to be a great source of information and pleasure to children and adults.

Practically no expenditures have been made in rural districts this year on school equipment nor in improving the buildings or grounds. Many of the school houses are much in need of repairs and of paint but until better times come outlays for these purposes would scarcely be warranted. (Inspector Buchanan, Medicine Hat.)

I believe there has been a noticeable quickening on the part of the people to take advantage of all school facilities to give the children all the education possible. I believe this to be true in the rural districts, but it seems especially true when viewed from the standpoint of the High School Departments in the town and in the Consolidated Schools. Two or three years ago these schools had a comparatively small attendance in grades above the eighth, whereas in the Town and Consolidated Schools in this inspectorate there is an aggregate attendance of over two hundred in these grades. Of this number the four towns, Strathmore, Gleichen, Bassano and Vulcan have approximately one hundred and fifty each having thirty to forty pupils in Grades IX to XI. If this condition prevails throughout the Province generally, I believe it to be a hopeful sign. It can-

not but have a salutary effect on our teacher supply. (Inspector Liggett, Strathmore.)

In the course of inspection, emphasis has been placed upon cleanliness and beauty in the school and its surroundings. Districts were advised to plant serviceable, as well as ornamental, wind breaks. Under expert advice this has been done on not a few school grounds in this inspectorate; in other places the initial rows of shrubbery have been planted, and during the next few years, the groves will be completed by the addition of a few trees annually at a very little cost to the district. Also considerable work has been done in other districts to prepare the ground so that when circumstances permit, the planting of trees will be done. I venture to say that a few years hence will witness many attractive school grounds in this inspectorate. (Inspector Williams, Cardston.)

The actual inspection of the school room was in some respects less satisfactory than usual. Recommendations for improvement of the buildings, for repairs or equipment have had to be very largely eliminated, especially where these entailed additional expense. While recognizing the limitations imposed upon the teachers through lack of efficient equipment, I have been content for the most part in getting the boards to keep the schools and buildings in a sanitary condition and as comfortable as possible for the children. The fact that the schools were actually in operation and that the teachers employed were reasonably efficient proved to be the chief source of satisfaction from the inspection point of view. (Inspector Watson, Lethbridge.)

COMMUNITY ACTIVITIES RELATED TO THE SCHOOL.

In a pioneer province the school district is oftentimes the only unit of social organization and the school house serves as the social centre for the community. It is the business and the duty of all those engaged in educational work to encourage this tendency and to develop various types of social effort. Among these the school fair has become a recognized factor in achieving desirable results, and the inspectors throughout the province are giving definite encouragement and devoting time to the organization of these fairs, sports days and related activities.

The Fairs have not only awakened and renewed the interest of the parents in school work, but have also convinced them of the value of subjects such as Art, Music and organized play previously regarded with disapproval. Two very successful school fairs were held during the year, one at Athabasca and one at Westlock. The variety and excellence of the exhibits shown was a splendid tribute to the work of the pupils and teachers. (Inspector Gaunt, Athabasca.)

School Fairs were held at Sunnyside, Smoky Lake and Waskateneau. The school work features of the programme could be broadened to advantage and greater co-ordination in the quality of the exhibits would be fostered by a pamphlet, giving in detail suggestive outlines as to how this work should be conducted in the schools. (Inspector LeBlanc, Sturgeon.)

School Fairs were held at Stony Plain, Spruce Grove and Duffield, during the fall of 1921. This meant an increase of two over

previous years. On account of this change more schools were enabled to participate, and local interest was thereby increased. (Inspector Brooks, Stony Plain.)

The Fair gives the teacher an opportunity to do some manual and art work in schools where they are usually neglected; it can be made to assist the work in nature study and agriculture; it is an incentive to better work in writing and composition; it makes school life more interesting, and increases the parents' interest in the children's work and in the school. (Inspector Bennett, Manville.)

The four school fairs held in the inspectorate were a success. They were the means of securing practical work in agriculture and enabled the teachers to secure the active interest and support of the communities in school matters. (Inspector Parker, Vermilion.)

At Wetaskiwin an extensive programme of sports was also conducted on the day of the Fair, lasting practically from ten o'clock until dark. Ribbons were given to the competitors winning first, second and third place in each event, and besides these eight medals were awarded. A considerable number of rural children took part in the sports events. (Inspector Nelson, Wetaskiwin.)

As a rule our teachers are averse to school-gardening on the school grounds under the conditions prevailing, and school grounds gardening, except in a few cases, is not observed. It is generally claimed that the difficulties for successfully carrying out this project are too great, while the frequent change of teachers is regarded as a deterrent influence. There is, however, interest shown in school gardening carried on in conjunction with home gardens under the direction of the Department of Agriculture in connection with school fairs. (Inspector Russell, Camrose.)

During the fall term school fairs were held at Alliance, Amisk, Battle Bend, Czar, Hardisty, Killam, Loughheed, Provost, Sedgewick and Strome. It is quite evident that the school fairs increase the communities' interest in the school and afford the inspector an excellent unit for producing uniformity of school work. (Inspector Haverstock, Hardisty.)

On the whole, the results, in an educational way, warrant the continuance of the school fair. The officials must be on guard, however, against certain tendencies which may creep in to prevent them from serving one of the purposes for which they are organized. A school fair is an exhibition and it is only natural that those in charge should emphasize those classes of exhibits which make the best display. As a result there is a tendency to crowd out the strictly classroom work of the pupils to the advantage of live stock, vegetables and other exhibits. If the school fair is to continue to be what its name implies a reasonable place must be given on the prize list to the strictly school work of the pupils. (Inspector Fuller, Wainwright.)

Successful fairs were held in Red Deer and Innisfail. I believe that these fairs are important and useful features in rural school activities. It is an undeniable fact that the schools which stand high in the fair competitions are the best from a purely academic point of view. While it would probably be more correct to reverse the implication, still it is conceded that these extra-academic activi-

ties help along with the purely school work. (Inspector Gibson, Red Deer.)

Probably the greatest stimulus to community interest in the activities of the school is the School Fair. The Castor school fair might claim to have established a record in 1921. Very close to two thousand exhibits were made. Altogether five hundred dollars was spent for the fair of which amount four hundred and thirty Dollars was awarded in prizes. Exhibits from twenty-six schools covered six hundred feet of shelving. Some classes had as many as sixty contestants. In the live stock classes there were twenty-five entries in the calf class; ten entries in the swine classes; thirty-seven entries in the poultry classes and nineteen entries in the colt and sheep classes. Not only does such a fair stimulate the interest of the parents but it also stimulates the interest and the efforts of the pupils in their school work. Shortly after the Castor fair preliminary organization of two other school fairs was completed. (Inspector Yule, Castor).

A few points in particular require regulation and will receive attention next season. The inspector and the teachers should exercise more control over the preparation of the prize list in the competitions of school work. This part of the prize list should be more definitely based upon the work prescribed in the Course of Studies and the wording of the competitions more specifically stated. The teachers should also see that those appointed to judge the school work had an intimate knowledge of it. The prize list should be sent out to the schools early in the year and the school exhibits completed before the end of June. Under these conditions the school fair should prove a stimulus to do good work and the rush to make preparation which now disarranges the regular work of the Autumn term for two or three weeks could be avoided. (Inspector Boyce, High River.)

School fairs were held this year within the inspectorate at the following centres:—Claresholm, Granum, Macleod, Pincher Creek and Cowley. These fairs from the standpoint of exhibits were a decided success, the majority of the parents and pupils supporting them quite enthusiastically. The teachers are not all quite such enthusiastic supporters, however. There are certain types of school work only that lend themselves to exhibition purposes. Naturally where prizes are offered and rival schools are competing those types of work of which no exhibits are made are going to be neglected. This we have found to be quite generally true. Until the school fair is over, there is a considerable portion of the school work that receives comparatively little attention. The fair has however done much to establish closer co-operation between the school and the home, and to stimulate an interest in home projects that hitherto did not manifest itself. (Inspector Hutchison, Macleod.)

It has always been the policy of the Department of Education to encourage the use of the rural schools as community centres, and the inspectors are instructed to advise and aid in this work. They are also asked to make use of the lanterns provided by the Department for the purpose of giving illustrated lectures in rural schools. Encouragement is given to the formation of debating and literary clubs and the use of the rural school for public and semi-public meetings is heartily sanctioned. One of the functions of the in-

spector is to urge the teacher to take a leading part in community work and to advise her how this may be done.

During the year there was an effort to promote a closer bond of interest between neighboring communities with the result that two teachers undertook to organize and lead the work. A Literary and Entertainment Club was formed and a Union Picnic and Sports Day arranged. Although both these teachers left to return to University the Entertainment Club has successfully carried on during the winter and the Union Sports Day promises to be even better next year. (Inspector Gaunt, Athabasca.)

Little has been done in this inspectorate in the matter of social and community work in connection with the schools. The difficulty of keeping schools open and the consequent shortness of the teacher's term of employment in any district make the necessary organization and continuity of effort almost impossible. (Inspector Dwyer, Onoway.)

Throughout the inspectorate there is an increasing tendency to make the school a social centre. Besides the generally widely known organizations of the U.F.A., U.F.W.A., W.I., and various church organizations, there are springing up a number of debating and literary clubs and many school districts have organized baseball, basketball, and clubs for the promotion of other athletics. (Inspector Parker, Vermilion.)

There is not sufficient effort being made by our teachers in leadership in Community work, the majority being content to become an individual in the community and to accept the type and standard of community activity prevalent, rather than to aspire to leadership and to shape community life and activity. Our teachers appear to need incentive to leadership, and definite training in leadership. I am convinced of the great necessity of this phase of teacher training, but I am not convinced, judging by the few teachers who aspire to leadership, that this phase of a teacher's work has appealed to them vitally. (Inspector Russell, Camrose.)

Motivation and incentive in the work of Nature Study, Agriculture, Art, Manual Arts and Penmanship were highly developed this year as a result of the introduction of the School Fair idea. Teachers, parents and pupils caught the community and competitive spirit and responded so heartily that I believe there will be "Bigger and Better" fairs at a number of points throughout the inspectorate next year.

Other types of community work carried on in Westfield and adjacent districts were a Tuxis Boys' and a Girls' Club. Mr. Shearer the teacher and his wife, carried on this work so successfully that in the standard efficiency tests the Westfield Club stood first in its class in the Province. (Inspector Scoffield, Foremost.)

Under the direction of the Public Health Nurses, Junior Red Cross Clubs have been organized in the majority of the schools. (Owen Williams, Cardston.)

PROGRESS IN HEALTH SUPERVISION.

Five schools have had medical inspection during the year. In nearly every case, it is startling to note that there is a large

number of children who have physical defects and are in serious need of both medical and dental attention. (Inspector Robertson, Leduc.)

For the first time this inspectorate has had the advantage of a Public Health Nurse. One, operating from Empress beginning early in the term, thoroughly covered the eastern part of the territory but two others stationed at Retlaw and Jenner about November 1st were prevented by the early winter and lateness of appointment, from thoroughly covering their areas. The service is fraught with so great possibilities for good and the need is so pressing that continuance is most desirable. (Inspector Mackenzie, Brooks.)

Medical Inspection was first begun in this inspectorate during the year. The presence of the School Nurse was generally of great value. Her services were of particular value in the Hilda region, remote from medical aid, where she effectively checked an incipient epidemic of diphtheria. (Inspector Cartwright, Irvine.)

In medical inspection the same plan has been followed as formerly. Very commendable work has been accomplished by those in charge of this branch of the work. It is, however, becoming increasingly difficult for a limited staff to attend to the amount of work demanded. At present an attempt is being made to establish a dental clinic for inspection purposes at least, but no definite plan has been finally adopted. (Inspector Watson, Lethbridge.)

FOSTER CHILDREN IN ALBERTA HOMES.

Throughout the province there are a number of children placed in foster homes by the Neglected Childrens' Branch of the Attorney General's Department. In connection with his regular work, the inspector is brought in contact with many of these children and through conference with the teacher and visits to the foster homes he is able to furnish reliable information to the Superintendent of Neglected Children concerning the conditions under which these children are living.

A number of homes were visited on behalf of the Department of Neglected and Delinquent Children, and with one exception, the wards of this Department were found to be in suitable homes. (Inspector Parker, Vermilion.)

Ten homes in all having foster children were visited this year. In every case the foster parents were glad to have the visit, and I found this work very interesting. I found no case where the home was unsuitable for the child. (Inspector Nelson, Wetaskiwin.)

The foster children have been placed in good homes. In not one case would I report unfavourably while in several cases these unfortunate children are in the very best homes in the community. There are fourteen of these adopted children in this inspectorate. (Inspector Thibaudeau, Stettler.)

Nearly all the homes in which foster children have been placed by the Department of Neglected Children, were visited at some time during the year. In many instances the foster parents showed unmistakable pleasure at finding that a party other than themselves was interested in their adopted child. Reports gathered regarding those homes not visited personally indicate that these children are

well placed in comfortable homes and are receiving kindly and considerate treatment. (Inspector Boyce, High River.)

THE INSPECTOR AS OFFICIAL TRUSTEE.

In order to protect the educational interests of a community, it is necessary in some cases to appoint an Inspector of Schools to administer the affairs of a district in the capacity of an official trustee. This action is resorted to only after a careful investigation has been made and the Department is convinced that it is not desirable to leave the management of the district's affairs in the hands of a local board. The tenure of office by the official trustee is temporary, and the earliest possible return of school affairs to local control is sought.

It is found also that in communities in which the population is very largely non-English speaking, the appointment of an official trustee is necessary to expedite organization and the provision of adequate school facilities, and even to insure the immediate and often extended protection of provincial educational requirements, and the safeguarding of public interests.

The results secured through employing the services of inspectors in this capacity have been eminently satisfactory. The financial standing and the educational effectiveness of many schools have been in this way much improved. The number of districts administered under official trusteeships shows a steady decrease from year to year, which would indicate an improved interest and an increasing capacity on the part of the people to administer their own local school affairs.

The number of districts administered by an official trustee had dwindled to one by the end of the year. Early in February it became necessary for the Department to enforce the opening of school in one of the New Canadian districts. The chairman, who prided himself on being a national leader, had organized a following and refused to meet the demands of the Department to provide facilities for the education of the fifty-five children in the district, none of whom had attained standing beyond Grade III. (Inspector LeBlanc, Sturgeon.)

During the year seven districts have been handled by me as official trustee, commencing with five in January and finishing with four in December. It is a somewhat drastic but very effective method of calling the attention of irresponsible individuals elected as trustees to the fact that the operation of the schools is regulated by law and that to accept the office of trustee entails definite responsibilities. The fear that it may be resorted to is the chief incentive to operation in non-English districts. (Inspector Bennett, Manville.)

This type of control is only justifiable under special conditions for it fails to develop local pride and interest and produces distrust both of the officials and the Department. As every co-operation is given by inspectors to overcome difficulties it is unfortunate that a tendency to throw all responsibility on an outside official should increase on the part of districts. For various reasons such an official cannot carry on the work as expeditiously as a local board.

In districts where financial problems are serious, the residents are exhibiting a growing inclination to shirk all the responsibility of local government. (Inspector Hutchison, Macleod.)

As official trustee I have still charge of five districts but there is a prospect of reducing this number. The difficulty of financing school affairs has made it hard to get the most competent ratepayers to fill the positions on the board in many districts. Wherever there is sufficient interest exhibited by ratepayers, who wish to operate a good school and will work to do so without letting personal interests and prejudice bias their best judgment I am more than anxious to have such elect their own trustee boards. (Inspector Scofield, Foremost.)

CONVENTIONS AND INSTITUTES.

Conventions of teachers are regarded by the Department as being of great value in stimulating the work of the class room. They afford an opportunity for the interchange of ideas respecting the management and conduct of classes, and for the discussion of problems peculiar to the types of schools found in various localities. In order to make these conventions of greatest practical value it has been considered advisable to encourage the holding of a large number of small district conventions, or institutes. At these smaller gatherings the individual teacher feels more free to introduce for discussion those problems which she is facing in her particular school. The success of this policy can be estimated from a perusal of the following extracts from inspectors reports:

A two-day institute was held this year at St. Paul, and although travelling facilities are not the best, a very creditable attendance was registered. The programme was practical and varied, and the teachers expressed themselves as pleased with the opportunity which this institute afforded to discuss problems of immediate interest. (Inspector Crispo, St. Paul des Metis.)

The Institute meets our needs, and therefore it should be given continued encouragement on the part of the educational authorities. About forty teachers met in Stony Plain on the morning of October 14th, for the purpose of holding a "One-day Institute." Without any preliminaries the programme, which was of a very practical nature, was proceeded with. The teachers were encouraged to take part freely in the discussions, and to present any difficulties with which they had met in their every-day school teaching. At the close of the afternoon session the teachers expressed the feeling that the day had been very profitably spent, and voted that a similar meeting be held in the following year, with this change, that it should continue for two days instead of one. (Inspector Brooks, Stony Plain.)

On November 4th, a convention was held in the town of Lamont. It was at first thought that a two-days' meeting could be profitably arranged for, but on investigation it was found to be impracticable on account of the lack of accommodation for the visiting teachers. An interesting feature of the program was a half-day's demonstration of a New Canadian School in action, by Mr. Bunting of Huwen School District. The demonstration was a good object lesson for

the teachers and many of them expressed themselves as being highly pleased with it. The convention was intended for the teachers of the eastern part of the inspectorate, and sixty of them were in attendance. (Inspector Fife, Fort Saskatchewan.)

The two-day teachers' convention held at Leduc was an unqualified success from every standpoint. Eighty per cent. of the teachers attended. They were unanimous in deciding that the convention had been very beneficial and that another convention should be held in Leduc in 1922. The people of the town were hospitable and endeavoured in every way to make the visitors comfortable. (Inspector Robertson, Leduc.)

A joint convention of the Manville, Vegreville and Vermilion inspectorates was held at Vermilion. Over seventy teachers from the Vermilion inspectorate were present, while the total attendance was about one hundred and twenty. (Inspector Parker, Vermilion.)

In accordance with the policy of the Department in encouraging conventions at local centres a convention of teachers of this inspectoral district was held at Wetaskiwin on October 21st and 22nd. There was a good attendance, an interesting and profitable programme, and a splendid spirit throughout. It was decided to make the convention an annual event. (Inspector Nelson, Wetaskiwin.)

The teachers of the Castor and Consort inspectorates held a joint convention in October at Coronation, when over ninety teachers were present. This number represents a little over 50 per cent. of the possible attendance, but some of the teachers of schools near Provost and other towns on that railroad attended the Camrose convention. It would seem advisable to hold one-day meetings as supplementary to the main convention at points available to teachers who cannot attend the two-day meeting. (Inspector Gray, Consort.)

Special assistance was extended to the teachers working in these schools through the three teachers' institutes held in the inspectorate, during the fall term. Each institute had practically a complete attendance. Definite, practical help was given in methods and material. Subsequently a decided improvement was noted. (Inspector Cartwright, Irvine.)

In place of the annual convention in Medicine Hat, of members of the South Eastern Alberta Teachers' Association, one day institutes for teachers of ungraded schools were held during October, in Suffield and Bow Island, and a two-day convention of the teachers of Medicine Hat and Redcliff, was held late in November in the city of Medicine Hat. Twelve teachers were present at Suffield and twenty-nine at Bow Island, the percentage of attendance in each case being very good. The program for these two institutes was prepared to meet the problems and conditions in the rural schools. The teachers in attendance considered these meetings of real value, and worthy of being repeated next year. (Inspector Buchanan, Medicine Hat.)

LOCAL CONVENTIONS OF TRUSTEES.

The school trustees of the province have for some years held Annual Conventions to discuss administrative problems of particu-

lar interest to school boards. These meetings have been held at Edmonton and Calgary, alternately, and the increasing attendance from year to year is indicative of the growing interest in educational matters on the part of these officials.

Early this year the executive of the Trustees' Association decided to give definite encouragement to the holding of local conventions of trustees, using the inspectoral divisions as units. It was felt that these smaller gatherings would present opportunities for the discussion of problems peculiar to the schools of the various inspectorates. It was hoped that at these local conventions issues would be classified and the business of the general convention thereby expedited. A few of these local conventions of trustees have already been held. Their purpose and value may be understood from the following comments of inspectors:

The trustee of the average school district seems to be a better informed person as to school affairs than when the first report was submitted by the writer from this inspectorate. It is probable that the increasing number of schools in operation acts as a disseminating agency for ideas of procedure, but certain it is that the standard of the trustee has improved. Probably also the Trustees' Convention affects the matter. (Inspector Beveridge, Peace River.)

The third annual meeting of the Rural School Trustees' Association of Leduc was held January 30th, 1922. An excellent opportunity is afforded to an inspector to deal with the various questions. Consequently a better perspective is given, regarding the work and aims of the inspector and the other officials of the Department. (Inspector Robertson, Leduc.)

During the month of November, a convention of the trustees of this inspectorate was held at Trochu. This was in accordance with plans of the provincial trustees' association to have local units organized in each inspectoral district. The attendance at this convention surpassed all expectations and to my mind the outstanding feature was the eagerness displayed by the delegates for action, to do something that would provide better educational advantages for the boys and girls in the rural sections of the province. (Inspector Macgregor, Three Hills.)

The matter of Secondary Consolidation has been introduced to four centres; nothing definite, however, has been accomplished in any of these, because rural trustees do not take kindly to the idea of helping town centres—this being their interpretation of the Act. I believe that the formation of local trustees' associations will furnish a good instrument, whereby the organization of such units may be accomplished with the least possible friction to all parties concerned.

The consensus of opinion from all parts of my territory seems to favour trustee associations. It will be a means of disseminating data regarding the Government's plans and policies in education. Besides, frequent conferences would impart inspiration to many a board of trustees. Further, such a body will form the basis of a system of county organization of districts, which sooner or later must be our unit. (Inspector Williams, Cardston.)

The province is fortunate in having a well equipped and a well-balanced inspection force. The members have uniformly high

professional standing, and possess those personal qualities which fit them for the effective discharge of the varied duties associated with the office. Throughout the year they have rendered very valuable services to the government and to the public. Their attitude has been characterized by interest in the work, a capacity to co-operate, and a real sympathy with the problems associated with the effort to advance the important public service of education.

I have the honour to be, Sir,

Your obedient servant,

C. W. GORMAN,
Chief Inspector of Schools.

REPORT OF CHIEF ATTENDANCE OFFICER

HON. PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

Sir,—I have the honour to submit for your attention the following report dealing with the enforcement of the School Attendance Act during the year 1921.

In the enforcement of the School Attendance Act in recent years, it has been the practice to communicate with parents by preliminary letter before taking action in the formal manner provided for in Section 8 of the School Attendance Act. This is done in order to bring to the attention of the parents the requirements of the law respecting school attendance in this province, and to permit the parent to explain any special circumstances that might excuse his child from attending school. In many cases this is sufficient to correct the unsatisfactory condition of attendance reported. During the year there were 5,405 such letters sent to parents. Following these letters it was necessary to serve the formal Warning Notice in 2,827 cases and on receipt of further information from the teacher it was deemed wise to refer 831 of these cases to our Inspectors in the field. On investigation by our Inspectors, it was thought advisable to institute prosecutions in 164 cases which resulted in convictions being secured in 157 cases, with 6 dismissals and 1 withdrawal. The fines imposed in the cases convicted were in many cases only nominal. In 21 cases there were no fines imposed other than the costs of the court, while in 7 cases sentence was suspended and in 14 cases instead of the fine being imposed the parent or guardian was placed under bond to have his child continue in regular attendance until the age of 15 years should be attained. The highest fine imposed was \$40.00 with \$16.50 costs, making a total of \$56.50. No doubt the conditions prevailing throughout the country, particularly during the autumn of the year were responsible for a large part of the failure of parents to comply with the law. I wish to point out, that this period has been the most difficult one in my experience in the enforcement of school attendance in this province, owing to a continued series of crop failures in the southern part of the province, a sudden drop of prices of produce of the farm and the continued high cost of labour.

The returns following preliminary letters and Warning Notices indicate that there was a very great deal of poverty existing and that many children were unable to attend school because of the inability of parents to furnish the simple necessary clothing and in some cases even the necessary lunches to be taken to school. The willingness of parents to have their children in attendance was shown by many letters received, should the necessary clothing and shoes be procurable. In such cases, the parents were referred to Municipal Councils where it was known that help might be procured. In the case of municipalities in which crop failure was the apparent

cause of the absence of children from school they were referred to the Red Cross Society and I am pleased to report that in a large number of these cases parents have reported back to the Department that they had secured the necessary assistance, and that their children had returned to school.

From a study of the reports received during the year certain conclusions might be briefly stated. The school census, which is a necessary return on which to base the enforcement of school attendance, was, during the year 1921, provided in only 50 per cent. of the rural and village school districts throughout the province. The result of this failure on the part of the school officials is to make it difficult for the teacher in charge of the school to report definitely the cases of breach of the School Attendance Act in the district, and a corresponding inability of the Attendance Branch to know the exact condition of attendance in such school districts. As a result of the lack of information many teachers fail to give the necessary information in their monthly reports, that is to say, they will omit either the name of the parent or his address, the age of the child or the distance from school, or if reporting a child excusable will fail to give the reason excusing the absence of the child from school. Some teachers even fail to give the name and number of school



TYPICAL TEACHER'S RESIDENCE

districts for which the report is intended, while in some cases they have been known to neglect to sign their own names and addresses.

Owing to the above mentioned conditions it has been necessary for the Attendance Branch to communicate with many teachers and secretaries respecting their failure to complete accurate reports and it is hoped that during the coming year an improvement will be noted in this respect.

In town and city schools the Attendance Act is enforced by local Attendance Officers. These officers report monthly to the Attendance Branch of the Department and an examination of their

reports during the past year indicate that the total number of children reported to Attendance Officers was 9,642. Of this number, 5,951 returned to school after only a brief absence. In 2,482 cases children were excused from attending school on account of illness, while 155 were excused on exemptions granted for work, 77 who had been reported to the Attendance Officer were excusable either because of the child being under 7 years of age or over 15, while 118 children are reported as not having been located. These would no doubt be accounted for by removals from the school district. The number of Warning Notices served in towns and cities is given as 1073, while there were 52 cases in court, from which 39 convictions were secured.

The following brief statements respecting attendance from our Inspectors in the field may be of interest:

"In districts of English-speaking origin, I find that the present method of administering the Attendance Act is satisfactory and the attendance is generally good. In many districts composed of New Canadians, school attendance is poor. In such schools the school census is usually inaccurate and incomplete. During the year, I have found children in several districts not recorded on the census and not in attendance at the school. There is a great tendency for the parents to report the age of the child as greater than it really is. Difficulty in securing the child's proper age, owing to lack of registration of birth is such as to increase the difficulty of dealing with such cases."

"The attendance work this year has been a more difficult problem than in previous years, owing to the fact that many families have for the first time found it necessary to sacrifice the chances of an older or a younger member of the family in order that the others might attend school. The older pupils have been forced to stay out and assist to earn bare necessities for the family or the younger member has found that there are not enough clothes for the entire family."

"On the whole I am well satisfied with the attendance throughout my inspectorate. It is better than in 1919 when farming conditions were so much better. In a number of cases I did not care to prosecute on account of the circumstances of the people."

"I have found, on the whole, during the year that the attendance is better than last year, and there are comparatively few cases of parents deliberately keeping their children out of school."

"The law is, generally speaking, well observed in this inspectorate. The general percentage of attendance is high, over 90 per cent. being a common record for October, November and December."

I have the honour to be, Sir,

Your obedient servant,

D. C. McEACHERN,

Chief Attendance Officer

REPORT OF SCHOOL LIBRARIES AND FREE READERS BRANCH

HON. PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

Sir,—I have the honour to submit for your consideration the following report of the School Libraries and Free Readers Branch for the year 1921.

The Special Grants for School Libraries are embodied in the School Grants Act, which provides for the payment of a sum not exceeding 15 cents per day to each rural school or class room maintaining a minimum grading on its efficiency in respect to grounds, buildings, equipment, government and progress as indicated upon the Inspectors' Reports.

These grants at the rate of 15 cents per day are payable to a rural school or class room for the first four years of its operation, and after that period a sum not exceeding 10c per day, payable in accordance with the Inspectors' Reports.

To any town, village or consolidated district employing not more than thirty teachers, a sum not exceeding 5 cents per day, and to any such district employing more than thirty teachers, a sum not exceeding 3 cents per day is paid to each class room for each day the school is kept open in accordance with the Inspectors' Reports, and to each newly organized district an Initial Library Grant of \$15.00.

Previous to this Branch coming into operation, the grant was paid in cash to each district, said district compelled to expend at least one-half of the money so earned for this purpose in books for a School Library. This system was found very unsatisfactory, for although the Department furnished a catalogue indicating the authors, and publisher and publishers' list price, great difficulty arose in obtaining the books.

A large number of titles suggested were supplied in cheap and inferior editions with the result that when the same were purchased, they gave little satisfaction, as they soon went to pieces.

A great difficulty was experienced by school officials in the releasing from the customs authorities, parcels of books, when they arrived at the port of entry, although the same were duty free. Booksellers, too, who undertook to carry the catalogued books in stock had to pay duty unless a School Library order were imported separately, and thus the Boards were unable to secure books at the prices quoted in the catalogue, with the results that there was dissatisfaction and annoyance all round.

The books listed in the catalogue furnished by the Department had been very carefully selected, but it was found that when the selection was left to the district, without the Departments having supervision of the order, that in many cases the books placed in the school for library purposes, were frequently unsuitable for the

needs of the school, and therefore, the district did not benefit to the extent that the expenditure warranted.

Accordingly at the second session of the Legislature of the year 1913, the Act was amended, authorizing the Department to furnish in lieu of this grant, books the Department considered suitable for School Library purposes.

At the present time this Department has an excellent stock of books on hand, books which have been selected by educational experts. The Department receives from various publishers, from time to time, books which, in their opinion, are suitable for Library purposes. These books are submitted to a capable committee appointed to approve or reject the same, so as to avoid books which would prove of little value to a district, being supplied to a school library.

The books which are carried in stock are purchased direct from the publishers, and as this department purchases in large quantities, we are able to furnish books to a school district at a price which otherwise could not be obtained.

At the present time there are 2,974 School Districts with operating libraries; these figures regard each city as one district, though as in the rural districts, each urban school has its independent library.

Distributed among these 2,974 school districts there are 676,029 volumes which is on an average of 227 books to each school library, but in a number of the older districts the library amounts to six or seven hundred volumes.

The value of grants for library purposes paid to schools during the past year amounted to \$50,248.62 and 51,170 volumes have been distributed among 2,371 school districts which received consignments of books during last year.

During the year 1920 we distributed 831 flags among schools in the province and during the year 1921, 96 flags, a number of same going to new schools which came into operation during the year 1921.

During the past year we have furnished 176 school districts with an initial grant in the form of books to the value of \$15.00 each, and the majority of these districts have now qualified under the Act, and will during the next few months receive a fairly substantial grant in library books.

All school districts are given the opportunity of selecting books for their school libraries from a catalogue, which is forwarded to the district, containing upwards of 1,000 titles which have been carefully selected. In this catalogue the titles are all classified under subjects, and each book is graded so that the teacher or secretary can make an intelligent selection.

The School Library Annual Returns for the year 1921 are very encouraging, as they report that the Libraries are being used very extensively by all grades in the schools. It is not an unusual occurrence for this Branch to receive a request for further Library books within a few months after having paid a grant to a district in the form of books, they stating that books sent forward have been read and re-read and that they are in urgent need of more material.

The advantage of the School Library is that it brings within the reach of every child such literature as he would otherwise be unable to obtain.

A Library containing a carefully selected list of books including works of references and a good but an inexpensive Encyclopaedia, naturally becomes the social as well as the educational centre of the community, where reading clubs, night classes, literary and debating societies, derive great help from the School Library.

The Department encourages development along these lines and after the school has been furnished with a fair amount of juvenile literature, supplementary reading and teachers' aids, books dealing with a constantly widening range of subjects are furnished as well as good representative works of standard authors.

As the Library grows to include a much wider range of literature it becomes a very important institution in the district, and contributes very materially to the intellectual development of the community at large.

Another gratifying effect of School Libraries, is the stimulus given to the movement for improvement in rural conditions.

The furnishing of books to non-English-speaking districts, receives special attention so as to place in those schools material that will appeal to the children who can read and write English, and for the adults of the district, literature suited to our New Canadians.

Three or four years ago the Libraries Branch began to receive inquiries for special books referred to in the Course of Study, which had special reference to teachers, they claiming that it was a difficult matter to obtain such books from local booksellers. The Department decided that our organization should assist them, and we immediately put into stock such books as there was a demand for. During the year 1919 the value of the books supplied by mail to teachers amounted to four hundred dollars, but this special Department has grown enormously whereby we have furnished during the year 1921 special books to the value of nearly four thousand dollars, direct to teachers and school boards, which represent in three years an increase of nearly ten times the first year's turnover.

This has been brought about partly by the publicity this Branch has received during the session of the Summer School held at the University, for during that period the Libraries Branch is the camping ground for a great proportion of the students.

Nearly twenty-five per cent. of this Department's correspondence dealing with books of reference, is direct with persons in the teaching profession.

Our School Library catalogue contains nearly one thousand titles, and in addition to this catalogue we endeavour to keep in stock all books called for in the Course of Study, Teacher's Reading Course, Evening Classes for Foreigners, the Outline on Art and Manual Arts, Agricultural Bulletins, in fact we cover all the courses of study the Department arranges so far as it is possible. The aim of the Libraries Branch is to be able to supply any book the Department recommends. Not only do we supply the Town,

Village, Consolidated and Rural School Libraries, but the Normal Schools as well.

During the past three months we have been furnishing pictures in sets for Grades VIII, IX and X, and Reference Books called for in the Bulletin on Art. The demand has exceeded our expectation, but this is owing to the difficulty experienced by teachers in the past in obtaining this material.

During the past year there has been a noticeable increase in the demand by our school libraries for more advanced books, which suggests that the students in our schools are acquiring the reading habit. Let us hope it has brought about the encouragement of the use of the school library.

The Department supplies the necessary forms for taxation purposes, and during the past year has furnished material for this purpose to 685 secretaries of school districts.

During the past year the following shipments have been made to school districts by the School Libraries and Free Readers Branch; by express 2,846, by freight 269 and by parcel post 4,766.

FREE READERS BRANCH

Below will be found a statement of the Free Readers furnished to school districts during the year 1921, the total being in excess of the year 1920 by 18,079 books.

Phonic Primers	Primers	First Readers	Second Readers	Third Readers	Fourth Readers	Agri-culture
20,089	21,935	18,588	16,659	16,550	12,934	7,699

Statement of Stock on hand December 31, 1921.

	Phonic Primer	Primers	First Reader	Second Reader	Third Reader	Fourth Reader	Agri-culture
Stock on hand Jan. 1st, 1921	13,745	5,778	6,648	9,136	3,380	3,994	1,688
Purchased 1921	35,000	30,000	25,000	25,000	25,000	20,000	11,000
Total	48,745	35,778	31,648	34,136	28,380	23,994	12,688
Distributed	20,089	21,935	18,588	16,659	16,550	12,934	7,699
On hand Jan., 1922..	28,656	13,843	13,060	17,457	11,730	11,060	4,989

All of which is respectfully submitted.

I have the honour to be, Sir,

Your obedient servant,

WILLIAM H. NOBLE,

Manager, School Libraries and Free Readers Branch.

DEBENTURES AUTHORIZED, REGISTERED AND SOLD DURING 1921.

Authorized by Board of Public Utility Commissioners, 170 issues	\$690,255	
Registered by Department of Education, 226 issues	\$753,305	
Registered in 1920, but paid by purchasers in 1921	13,100	
	<u>\$766,405</u>	
Registered in 1921, but proceeds not available until 1922—less	6,100	
Total amount of Debentures taken delivery of by purchasers during 1921	<u>760,305</u>	

BOND SALES

SOLD THROUGH DEBENTURE BRANCH:

.853% of total number of issues disposed of through Debenture Branch.

7 Town issues	\$ 43,830	
30 Village issues	151,900	
14 Consolidated issues	81,100	
142 Rural issues	286,975	
	<u>\$563,805</u>	
193 Issues	\$563,805	
5 Rural issues amounting to \$6,100 sold in 1921 but proceeds not available until 1922	6,100	
	<u>\$569,905</u>	

SOLD DIRECT BY SCHOOL DISTRICTS:

.147% of total number of issues disposed of
direct by School Districts.

3 Town issues	\$ 48,000	
11 Village issues	100,500	
5 Consolidated issues	18,600	
14 Rural issues	23,300	
	<u>\$190,400</u>	
33 Issues	\$190,400	\$190,400
		<u>\$760,305</u>

TOTAL OF 1921 SALES

10 Town issues	\$ 91,830	
41 Village issues	252,400	
19 Consolidated issues	99,700	
156 Rural issues	310,275	
	<u>\$754,205</u>	
226 Issues	\$754,205	
5 Rural issues amounting to \$6,100 sold in 1921 but proceeds not available until 1922	6,100	
	<u>\$760,305</u>	<u>\$760,305</u>

AVERAGE BASIS ON WHICH DEBENTURES WERE SOLD

10 Town issues	8.150%
41 Village issues	8.067%
19 Consolidated issues	8.111%
156 Rural issues	8.079%
All issues	8.005%

NUMBER OF CONTRACTS FOR ERECTION OF RURAL AND VILLAGE
SCHOOL BUILDINGS APPROVED BY DEBENTURE BRANCH,
DEPARTMENT OF EDUCATION
1921

ONE-ROOM SCHOOLS
DEPARTMENTAL PLANS

Plan	No. of Bldgs.	Total Cost	Average Cost
A-1 (24 pupils)	7	\$11,242.00	\$1,606.00
A-2 (23 pupils)	2	3,665.00	1,832.50
A2A (24 pupils)	1	1,975.00	1,975.00
A-3 (24 pupils)	5	10,205.00	2,041.00
A-4 (23 pupils)	8	14,027.00	1,753.37
A-5 (40 pupils)	7	16,156.00	2,308.00*
A-6 (40 pupils)	5	11,470.00	2,294.00
A6A (40 pupils)	1	2,550.00	2,550.00
A-7 (40 pupils)	5	11,024.00	2,204.80
A-8 (40 pupils)	2	3,449.00	1,724.50
A8A (40 pupils)	2	4,245.00	2,122.50
A-13 (29 pupils)	4	9,494.00	2,373.50
A-14 (29 pupils)	4	10,669.00	2,667.25*
AB1 (40 pupils)	3	9,850.00	3,283.33

*Including buildings with basements:

1 according to design A-5 \$3,371.00

1 according to design A-14 3,375.00

SPECIAL CASES—(Labor or material supplied by the School District.)

A-2 (23 pupils)	1	\$ 610.00	\$ 610.00
A-6 (40 pupils)	2	1,345.00	672.50
A-8 (40 pupils)	1	490.00	490.00
A-13 (29 pupils)	1	800.00	800.00

SPECIAL PLANS

Plan	No. of Bldgs.	Total Cost	Average Cost
	1	\$2,730.00	\$2,730.00

TEMPORARY SCHOOL BUILDINGS

Plan	No. of Bldgs.	Total Cost	Average Cost
A-16	2	\$1,053.00	\$ 526.00
Special	3	9,500.00	3,166.66

LOG BUILDINGS

Plan	No. of Bldgs.	Total Cost	Average Cost
A-1	1	\$ 700.00	\$ 700.00
A1A	1	56.00	56.00
A2A	1	275.00	275.00
A-17	1	800.00	800.00
Special	1	500.00	500.00

In most cases the buildings were constructed by voluntary labor.

BUILDINGS PURCHASED AND REMODELLED FOR SCHOOL PURPOSES

1 One-room building	\$ 500.00
1 Two-room building	1,800.00

TWO-ROOM SCHOOLS

DEPARTMENTAL PLANS

Plan	No. of Bldgs.	Total Cost	Average Cost
B-2 (80 pupils)	2	\$9,103.00	\$4,551.50
B2A (80 pupils)	1	5,383.00	5,383.00
B-3 (80 pupils)	1	4,700.00	4,700.00
B3B (80 pupils)	1	8,800.00	8,800.00
B5A (80 pupils)	1	5,800.00	5,800.00
B5B (80 pupils)	1	5,070.00	5,070.00
B-6 (80 pupils)	1	6,640.00	6,640.00

LARGER THAN TWO ROOMS

Plan	No. of Bldgs.	Total Cost	Average Cost
Special Plans	9	\$194,888.00	..

SCHOOLS DESTROYED BY FIRE

Hillsdale S.D. No. 611.

SPECIAL PLANS

Plan	No. of Bldgs.	Total Cost	Average Cost
	2	\$16,710.00	\$8,355.00

ADDITIONS AND ALTERATIONS

Plan	No. of Bldgs.	Total Cost	Average Cost
Second room added to existing one-room school	8	\$22,228.00	\$2,778.50
Other additions	7	12,170.00	..

IMPROVEMENTS AND REPAIRS

	No. of Bldgs.	Total Cost	Average Cost
Districts issuing Debentures for purpose of improving and repairing school premises	12	\$8,300.00	..

SUMMARY

NEW SCHOOL BUILDINGS

One-room Schools	78
Two-room Schools	10
Additions	15
Larger than two rooms	9
	112
Buildings purchased and remodelled	2
Buildings destroyed by fire	1
Improvements and repairs	12

Certified correct: *

F. SHANNON,
Manager, Debenture Branch.

REPORT OF THE DIRECTOR OF TECHNICAL EDUCATION

HON. PERREN BAKER,
Minister of Education,
EDMONTON, ALBERTA.

Sir,—I have the honour to submit my third annual report on the educational services carried on under this branch of your Department.

A SUMMARY.

During the school year ending June 30th, 1921, there was growth in the field of vocational education in day, part-time and evening class work throughout the Province. This growth was shown by an increased enrolment of students and also by a larger number of courses of instruction offered at various points. Two thousand and sixty-nine students received vocational instruction in evening classes, under the authority of local school boards, in twenty-one cities, towns and villages in the Province. In addition there was a considerable number of evening classes in English for New Canadians. One thousand four hundred and seventy-nine students were enrolled in day, part-time and correspondence classes receiving instruction in industrial, technical and commercial work in the cities of Calgary, Edmonton and Lethbridge. Two hundred and twenty-seven students were enrolled in correspondence work in Mining and Steam Engineering at the Provincial Institute of Technology and Art at Calgary. Statistical tables are appended to this report. Special attention is drawn to the enrolment at the Provincial Institute and to the enrolment in special evening classes at Macleod, Wetaskiwin, Lacombe and Stettler. Such classes would be of undoubted advantage to a large number of similar communities throughout the Province. Two thousand nine hundred and nine boys received instruction in Manual Training and four thousand four hundred and thirty-four girls in Household Economics.

The growth is also shown by the sums of money received from the Dominion Government on account of vocational education carried on in the Province. For the year ending March 31st, 1920, the sum of \$23,374.21 was received, while for the year ending March 31st, 1921, the sum of \$65,508.80 was received from the Dominion Treasury.

Vocational Evening Schools were in operation at Bankhead, Bellevue, Brule, Calgary, Drumheller, Edmonton, Lacombe, Lethbridge, Macleod, Medicine Hat, Mountain Park, Nacmine, Nordegg, Pocahontas, Redcliff, Rosedale Village, Stettler, Taber, Wayne, Wetaskiwin and at the Provincial Institute of Technology and Art at Calgary.

Vocational day schools were open at Calgary, Edmonton, Lethbridge and at the Provincial Institute at Calgary.

INSTRUCTION OF VARIED CHARACTER.

The subjects of instruction offered covered a wide field as the following list shows:

Steam Engineering (For 1st, 2nd and 3rd Class Certificates.)
 Mining Engineering (For 1st, 2nd and 3rd Class Certificates.)
 Electrical Engineering.
 Motor Mechanics.
 Machine Shop Practice.
 Gas Engine Work.
 Battery and Ignition.
 Armature Winding.
 Woodwork.
 Telegraphy.



NIGHT CLASS, MINING ENGINEERING, LETHBRIDGE S.D. No. 51

Drafting:—
 Architectural.
 Mechanical.
 Railway.
 Mine Survey.
 Sheet Metal.
 Shop Mathematics.
 Business English and Arithmetic.
 Chemistry.
 Matriculation Subjects.
 Cookery.
 Millinery.
 Sewing.
 Dressmaking.
 Dietetics for Nurses.
 Art Appreciation.
 Drawing and Design.
 Commercial Illustration.
 Shorthand.
 Typewriting.
 Book-keeping.

With exceptions the enrolment and attendance in these classes were satisfactory. It may be noted that no retrograde step was

permanently taken by any school board during the year, while on the other hand, several school boards in towns made a beginning at providing some types of vocational work in evening classes, thereby affording their communities the advantage enjoyed by residents in the cities. The classes in Motor and Tractor Engineering may be given as an example. These were in charge of a local instructor and the personnel of the enrolment at Stettler will indicate the appeal made to the residents of the town and the adjacent country. The adults enrolled were classified as follows:

- 14 Farmers.
- 3 Merchants.
- 2 Blacksmiths.
- And one of each of the following:—
- Mechanic.
- School Inspector.
- Lawyer.
- Preacher.
- Insurance Agent.
- Postmaster.

With a competent local instructor similar classes are possible in many towns of the Province. Seven of these were in existence during the winter of 1921-1922.

The main features of the work in progress in 1920-1921 may be enumerated as follows:

- 4 Commercial High Schools.
- 2 Technical Schools.
- 1 Provincial Institute of Technology and Art.
- 3 Part-time Schools.
- 2 Correspondence Classes.
- 10 Coal Mining Schools.
- 5 Steam Engineering Schools.
- 7 Motor Engineering Schools.
- 5 Sewing and Dressmaking Schools.
- 8 Business English and Arithmetic Classes.

SPECIAL CERTIFICATES.

Prior to June, 1921, there had been no certificates issued to teachers of special subjects in this Province. Some of these teachers were teaching Manual Training and Household Economics in the elementary and secondary schools of the Province; others were teaching vocational subjects in the technical schools. In awarding certificates to them consideration was given to the practical and technical training of such teachers, especially as they were working in special fields. All were required to present evidence of their academic, professional and vocational training and were granted certificates as teachers of special subjects in accordance with the statements of qualifications submitted. Forty-four such certificates have been issued already with the result that this considerable group of teachers has been given formal recognition by the Department of Education and will be able to present Departmental certificates when making applications to school boards.

SCHOOL LUNCH EQUIPMENT.

At a cost of \$30.00 to \$40.00 rural school boards are furnishing an equipment to help in providing a better noon meal for the school children. The equipment consists of an oil stove, tea kettle, a few

kitchen utensils, some cutlery and a small amount of crockery. A grant amounting to fifty per cent. of the cost but not exceeding \$15.00 is made to the district. Recently over thirty schools have purchased such an equipment.

Local Women's organizations are in many cases promoting this movement for an improved noon meal for school children.

In order that the service may be most effectively performed encouragement should be given to the teachers who supervise the work. This encouragement might be given in the form of a small grant to the teacher and also in the form of recognition by Inspectors in their reports. It might very well be considered as a factor in estimating the teacher's right to a permanent certificate. School Boards should give preference in engaging teachers to those who have had summer or more extended courses in Household Economics. Space should be provided for equipment in the plans of all new rural school buildings.

This service is properly a community one since it is not feasible for each child to carry his own equipment and it is difficult for parents to provide a proper lunch. The most effective improvement will be secured by providing a supervised hot lunch for every child during the noon period.

A TENDENCY OF THE YEAR.

During the past year there was a growing demand that high school facilities should be brought closer to the people. This provision will enable the rural boys and girls to obtain a better education without the necessity of going to towns and cities. Recently a number of districts established, at Irma, a consolidated High School.

Another manifestation of the desire for a wider school programme has been shown by the introduction of Manual Training and Household Economics by school boards in towns and villages. This movement is in its initial stages as yet and the introduction of the work into the schools is being dealt with by school boards in different ways. In Manyberries consolidated district the school board is employing a resident craftsman who goes to the school at a stated period each week. At Penhold the principal of the school, who has had special training for the work, is arranging with the board to give instruction in Manual Training as part of his regular school work, while in Banff the school board has engaged a teacher of Household Economics who gives the girls instruction in the subject and may assist the principal of the High School in other subjects. Her services are also available for instruction of adult girls and women in evening classwork in cookery and sewing. Part of her time may be spent in giving similar instruction at Canmore or Bankhead. This latter method is in successful operation in British Columbia. By adopting one of these four methods school boards may increase the variety and usefulness of their school activities. The plans should be carefully considered by consolidated and town schools.

Wider use is being made of the \$20,000,000.00 invested in school buildings. Many of these are now used for evening class work.

This wider use is shown by increased enrolment of adults in cities, towns, villages and rural districts. The case of the miners is typical. The largest number in the history of the Province is at present enrolled in Technical Evening Schools while the number taking correspondence courses in mining at the Provincial Institute is also the highest recorded.

MANUAL TRAINING AND HOUSEHOLD ECONOMICS.

At present there are twenty-three individual schools equipped for this work and forty-five teachers are employed in giving instruction. The work is introduced in Grades VI or VII and is carried on through Grade XI. In the higher grades Manual Training is given through the medium of metal instead of wood. A systematic course is given in forging and machine shop work. In the intermediate grades the introduction of sheet metal work and practical work in electricity has added greater interest and value to the course.

The teaching staff is at present receiving recruits from the artisan class and this has a tendency to give the work greater value as a factor in vocational education. Special supervisors are in charge to co-ordinate and direct the work in the larger cities.

The parallel courses in Household Economics accomplish for adolescent girls the same general purposes as the Manual Training courses for boys. Special rooms and equipment are provided for instruction in foods, cookery and food values, household management, marketing, laundering and dining room service, planning, cutting and making garments, home furnishing and decoration. These are fundamental studies in scientific and efficient home making and are a useful preparation for the textile and fur trades.

SUMMER SCHOOL FOR SPECIAL AND VOCATIONAL TEACHERS.

Classes were held from July the 5th to August 5th, 1921, at the Summer School in Edmonton and at the Provincial Institute of Technology and Art, at Calgary. The instruction offered was of two types.

In one case, courses were given to teachers of special subjects, in the Province, who had not previously received professional training. For these teachers the instruction dealt with the principles of education, methods of teaching vocational subjects, trade analysis, industrial courses for day, evening and special classes, lesson plans, practice teaching, discussion and criticism. The results of the work became a factor in the certification of the teachers in attendance. The class in Edmonton numbered six and was conducted by A. E. Torrie and by your Director of Technical Education. The class in Calgary numbered twenty-one and was in charge of L. H. Bennett. The Director of Technical Education contributed a portion of his time to this class also.

In the other case, the teachers were given instruction of a practical and scientific character in electricity. The course was applied for by the Manual Training teachers of the Province and was organized to assist them in giving greater variety and greater usefulness to the industrial arts program in their school work. The outline of

work arranged for will be covered in two summer sessions and successful students will be given Elementary Certificates in Electricity. The class numbered fourteen and the instruction was given by J. H. Ross, L. H. Bennett and R. Gendall. The course dealt with magnets, magnetism, induction, cells, generators, Ohm's law and shop work in electrical construction of coils and transformers.

THE PROVINCIAL INSTITUTE OF TECHNOLOGY AND ART.

A distinct contribution to the cause of education is being made by the staff of the Institute at Calgary. The instruction given is of a vocational and semi-professional character and has attracted students from all parts of the Province. The teaching staff consists of ten specialists well equipped by training and experience to be of the greatest service to the industries of the Province. During the year ending June 30th, 1921, they gave instruction to 636 students in day, part-time, evening and correspondence classes. This is a unique achievement for the initial year of an institution of this character. The enrolment for the year 1921-1922 will exceed that of the first year. When the new building at Calgary is ready at midsummer, 1922, a still greater number of students may be expected to attend. The preliminary work of exploring the needs of the Province and of adapting the courses to meet those needs most efficiently, will have been completed at the time of occupancy of the new building.

Your Department was enabled to undertake two years' instruction before the completion of the new Institute Buildings through the kindness of the Calgary School Board, the Commissioners of the City of Calgary, and the S.C.R. Department of the Dominion Government. Through these bodies, accommodation was provided for staff and students at the Colonel Walker School and adjacent buildings in East Calgary. This service has been of the greatest value to the Institute as it has been also to the young men of the Province. The pressing needs of these young men were given attention to immediately and the services of the staff were available to assist in planning shops, laboratories and class rooms. Their contribution as well as that of the public bodies mentioned above, are gratefully acknowledged in this report.

I have the honour to be, Sir,

Your obedient servant,

D. A. CAMPBELL,

Director of Technical Education.

PROVINCE OF ALBERTA

(Table No. 1) VOCATIONAL EVENING CLASSES—YEAR 1920-21

Locality, Subjects of Instruction and Enrolment	Bankhead	Bellevue	Brule	Calgary	Drumheller	Edmonton	Lacombe	Lethbridge	McLeod	Medicine Hat	Mt. Park	Nacmme	Nordegg	Pocahontas	Redcliff	Rosedale Village	Stettler	Taber	Wayne	Wetaskiwin	Prov. Inst. Tech. & Art.	TOTAL
Steam Engineering ..				18	22		29								21						16	106
Preparatory Subjects ..	10	14	100		54		19		17	20							13					247
Sheet Metal Drafting ..				19																		19
Armature Winding ..																					8	8
Telegraphy ..																					34	34
Shop Mathematics ..								27													9	36
Electricity ..																					35	35
Motor Mechanics ..					31	21	36	32									30			16	25	191
Machine Shop Practice ..					41																21	C2
1st Class Mining.....							5															5
2nd Class Mining.....		4					18				4		4			5		7	27			69
3rd Class Mining.....		12								9	4	8	15			17		3				69
Car Owners ..																					9	9
Drafting ..					13										11						33	57
Millinery ..				71	89																	160
Dressmaking ..				78	11	24		12									16					141
Dietetics ..					18																	18
Cookery ..					25																	25
Sewing ..					112																	112
Shorthand ..				85	17	22																124
Typewriting ..				34	17	22																73
Book-keeping ..				83	13	22																118
Physical Culture ..				67																		67
Matriculation Subjects ..				55																		55
Art Appreciation ..					62																	62
Drawing and Design..					14																	14
Commercial Illustration ..					6																	6
Algebra & Geometry..					8																	8
Chemistry ..					20																	20
Woodwork ..					59																	59
Gas Engine ..					24																	24
Battery and Ignition..																					37	37
TOTAL	10	16	14	592	18	656	45	200	44	17	29	8	8	19	32	22	59	10	27	16	227	2069

(Table No. 2)

PROVINCE OF ALBERTA

Statistics of Vocational Day Classes—Year 1920-1921.

Locality	Commercial Subjects		Technical Subjects	
	Enrolment	Total	Enrolment	Total
Calgary—				
Full Day	262		234	
Part Time	47		...	
Special	...		...	
	—	309	—	234
Edmonton—				
Full Day	212		202	
Part Time	...		...	
Special	...		67	
	—	212	—	269
Lethbridge—				
Full Day	39		...	
Part Time	...		...	
Special	...		...	
	—	39	—	...
Provincial Institute—				
Full Day	...		189	
Part Time	...		24	
Special	...		...	
Correspondence	...		227	
	—	...	—	416
TOTAL		560		919

TOTAL VOCATIONAL

Commercial	560
Technical	919
	—
	1479

Table No. 3)

PROVINCE OF ALBERTA

Enrolment in Manual Training and Household Economics as on January 1st, 1921.

Locality	Manual Training	Household Economics
Calgary—		
Public	1611	2113
Separate		237
Edmonton	1218	2216
Raymond	80	105
TOTAL	2909	4434

In these localities the instruction is given either by a special teacher or under the supervision of a special teacher.

Thousands of children in addition, are receiving less formal instruction in these and other special subjects.

(Table No. 4)

PROVINCE OF ALBERTA

Enrolment in the Provincial Institute of Technology and Art
for the Year 1920-1921.

Course	Day	Part Day	Evening	Corre- spondence	Total
Armature Winding	..	3	8	..	11
Battery and Ignition	..	..	37	..	37
Car Owners	..	..	9	..	9
Drafting	7	4	33	..	44
Drawing and Design	..	6	..	..	6
Electrical Engineering	19	..	35	..	54
Machine Shop Practice	..	..	21	..	21
Mining Engineering	10	..	..	114	124
Motor Mechanics	32	4	25	..	61
Shop Mathematics	..	..	9	..	9
Steam Engineering	13	7	16	106	142
Tractor Engineering	25	..	..	..	25
Tractor Engineering (Special)	59	..	..	..	59
Telegraphy	..	..	34	..	34
TOTAL	165	24	227	220	636

GENERAL STATISTICS
Half-Year ending June 30th, 1921.

NOTE.—Tables of attendance, classification, age, enrolment, etc., of pupils, has reference only to the period from January 1, 1921 to June 30, 1921, unless otherwise stated. This accounts for apparent decrease in enrolment. Reports in future, regarding above-mentioned tables, will be for period July 1st to June 30th of following year. Our Statistical Year for this data will coincide with the Scholastic Year. The tables of finance cover the year 1921. The Calendar year continues to be our fiscal year.

CLASSIFICATION OF PUPILS

Grades	No. of Pupils 1920	Per cent. of Enrolment	No. of Pupils June 30, 1921	Per cent. of Enrolment
I	33,849	24.93	31,434	25.24
II	16,299	12.	16,171	13.
III	16,256	11.97	16,066	12.92
IV	15,205	11.21	14,154	11.38
V	13,316	9.82	12,031	9.67
VI	12,034	8.86	10,922	8.86
VII	9,623	7.09	8,416	6.77
VIII	10,020	7.38	7,625	6.13
IX	4,477	3.30	3,522	2.83
X	2,501	1.84	2,236	1.79
XI	1,614	1.19	1,371	1.10
XII	556	.41	380	.31
	135,750	100.	124,328	100.

COMPARATIVE STATEMENT

Of Attendance and Classification of Pupils in Graded and Ungraded Schools

	Graded Schools	Ungraded Schools
Number of Pupils enrolled.....	67,967	56,361
Aggregate days' attendance of Pupils.....	5,958,141	3,685,567.5
Daily average attendance of Pupils.....	50,179.18	39,222.17
Percentage of attendance of total enrolment	73.87	69.81
Average length of school term (days).....	113.71	91.78
Classification: Grade I	14,767	16,667
Grade II	8,976	7,195
Grade III	8,421	7,645
Grade IV	7,301	6,853
Grade V	6,514	5,517
Grade VI	5,870	5,052
Grade VII	4,742	3,674
Grade VIII	4,272	3,353
Grade IX	3,179	343
Grade X	2,178	58
Grade XI	1,367	4
Grade XII	380	....
Total attendance	67,967	56,361

DEPARTMENT OF EDUCATION

AVERAGE AGE OF PUPILS

Grade I.....	7.3
Grade II.....	8.5
Grade III.....	9.3
Grade IV.....	10.4
Grade V.....	11.1
Grade VI.....	12.3
Grade VII.....	13.5
Grade VIII.....	14.4
Grade IX.....	15.7
Grade X.....	16.8
Grade XI.....	17.7
Grade XII.....	18.8

Age	Total No. of pupils	Percentage of enrolment
Under 6 years.....	1,303	1.04
6 years and under 7 years.....	8,830	7.10
7 years and under 8 years.....	13,575	10.91
8 years and under 9 years.....	14,120	11.36
9 years and under 10 years.....	14,040	11.29
10 years and under 11 years.....	13,647	10.98
11 years and under 12 years.....	12,322	9.91
12 years and under 13 years.....	12,088	9.77
13 years and under 14 years.....	11,248	9.04
14 years and under 15 years.....	9,691	7.79
15 years and under 16 years.....	6,615	5.32
16 years and under 17 years.....	3,513	2.82
17 years and under 18 years.....	1,833	1.47
18 years and under 19 years.....	835	.67
19 years and over.....	668	.53
Total.....	124,328	100.

DISTRIBUTION OF PUPILS BY SEX, GRADE AND AGE LAST BIRTHDAY. JUNE TERM.

	Sex	5 yrs. and under	6 yrs.	7 yrs.	8 yrs.	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.	18 yrs.	19 yrs.	20 yrs.	21 yrs.	Total
Grade I.	Boys	680	4406	5419	3042	1483	635	361	209	121	63	24	6	3	2	4			16458
	Girls	614	4142	4998	2769	1155	634	289	172	128	56	14	4	1	1				14978
Grade II.	Boys	6	130	1248	2534	2182	1260	545	303	145	98	44	9	4					8508
	Girls	3	127	1343	2528	1807	941	429	235	137	69	38	5						7663
Grade III. ...	Boys		14	264	1304	2365	1988	1084	1304	370	179	83	28	4	6	2			8312
	Girls		9	265	1447	2383	1759	893	505	273	162	46	7	3					7754
Grade IV.	Boys		1	14	217	980	2022	1714	1093	698	370	114	26	12	4	2		1	7268
	Girls		1	22	236	1160	2046	1524	1021	511	257	79	18	5	1	3			6884
Grade V.	Boys			1	20	188	805	1523	1502	1070	640	248	73	32	7	2			6111
	Girls			1	21	256	988	1673	1425	858	484	163	27	17	6	1			5920
Grade VI.	Boys				1	24	228	788	1474	1343	993	451	152	55	17	3			5529
	Girls				1	52	262	941	1455	1380	819	359	88	28	8				5393
Grade VII. ...	Boys					1	37	224	673	1211	1121	617	188	55	22	13	1		4163
	Girls					3	32	239	820	1288	1055	571	188	41	7	8	1		4253
Grade VIII. ...	Boys					1	6	54	251	630	1073	944	399	122	26	10	2	2	3520
	Girls						4	38	278	812	1238	1071	475	142	33	12	1	1	4105
Grade IX.	Boys							2	17	117	353	460	320	151	38	20	5	8	1491
	Girls							1	29	133	420	671	478	205	57	30	2	5	2031
Grade X.	Boys								3	15	95	190	248	189	87	42	9	7	885
	Girls							2		7	125	281	415	305	133	60	15	8	1351
Grade XI. ...	Boys									1	8	57	114	147	113	77	16	8	541
	Girls										12	68	190	221	178	129	24	8	830
Grade XII. ...	Boys											12	23	36	44	50	3	3	171
	Girls										1	10	32	54	43	65	2	2	209
Totals by Sex...	Boys	686	4551	6946	7118	7224	6981	6295	6146	5721	4993	3244	1586	810	366	225	36	29	62957
	Girls	617	4279	6629	7002	6816	6666	6027	5942	5527	4698	3371	1927	1023	469	309	45	24	61371
Grand Totals		1303	8830	13575	14120	14040	13647	12322	12088	11248	9691	6615	3513	1833	835	534	81	53	124328

The following is the number of pupils leaving school at the age of 15 years:

Grade I.....	32
Grade II.....	30
Grade III.....	112
Grade IV.....	173
Grade V.....	283
Grade VI.....	481
Grade VII.....	547
Grade VIII.....	958
Grade IX.....	190
Grade X.....	42
Grade XI.....	7
Grade XII.....	...
Total	2,855

The following is the percentage of the total enrolment leaving school at the age of 15 years:

Grade I.....	.03
Grade II.....	.02
Grade III.....	.09
Grade IV.....	.14
Grade V.....	.23
Grade VI.....	.39
Grade VII.....	.45
Grade VIII.....	.78
Grade IX.....	.16
Grade X.....	.03
Grade XI.....	.01
Grade XII.....	...
Total.. ..	2.33

The following is the percentage of the total leaving school at the age of 15 years:

Grade I.....	1.12
Grade II.....	1.05
Grade III.....	3.92
Grade IV.....	6.09
Grade V.....	9.91
Grade VI.....	16.84
Grade VII.....	19.16
Grade VIII.....	33.55
Grade IX.....	6.65
Grade X.....	1.47
Grade XI.....	.24
Grade XII.....	...
Total.....	100.

The following is the percentage of each grade leaving school at the age of 15 years:

Grade I.....	.10
Grade II.....	.18
Grade III.....	.70
Grade IV.....	1.22
Grade V.....	2.35
Grade VI.....	4.40
Grade VII.....	6.49
Grade VIII.....	12.56
Grade IX.....	5.39
Grade X.....	1.87
Grade XI.....	.06
Grade XII.....	...

TABLE SHOWING ATTENDANCE OF PUPILS MONTH BY MONTH
DURING THE TERM ENDING JUNE 30, 1921.

Month	Possible Aggregate	Actual Aggregate	Percentage of Attendance Per Month
January.....	1,618,190.5	1,388,878	85.21
February.....	1,664,982	1,412,253	84.82
March.....	1,778,683	1,498,136.5	84.79
April.....	1,989,373.5	1,685,753	84.74
May.....	2,151,376.5	1,857,540.5	86.43
June.....	2,095,986	1,801,147.5	85.93
Average monthly percentage of attendance.....			85.32

SCHOOL DISTRICTS

School districts in existence December 31, 1920.....	3,148
Consolidations in existence December 31, 1920.....	67
Number of school district units in such consolidations.....	214
School districts erected during the year 1921:	
Public.....	84
Consolidated.....	2
Number of school district units in such consolidations.....	6
School districts disorganized during 1921:	
Consolidated.....	1
R. C. Separate.....	1
Total number of school districts in Province December 31, 1921.....	3,231
Total number of consolidations in Province December 31, 1921.....	68
Total number of school district units in consolidations December 31, 1921.....	217
Number of secondary consolidated districts in existence December 31, 1921.....	2
Number of school district units in secondary consolidated districts December 31, 1921.....	11

ATTENDANCE OF PUPILS

No. of pupils attending school during the term ending June 30, 1921	124,328
No. of Boys.....	62,957
No. of Girls.....	61,371
Total aggregate attendance for the term.....	9,643,708.5
Total average attendance for the term.....	89,401.35

PERIOD OF ATTENDANCE OF PUPILS DURING THE TERM ENDING
JUNE 30, 1921

Less than 20 days.....	6,484
Between 20 and 40 days.....	14,616
Between 41 and 60 days.....	16,699
Between 61 and 80 days.....	14,953
Between 81 and 100 days.....	23,240
Between 101 and 120 days.....	47,230
More than 120 days.....	1,106
Total.....	124,328

TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE
TERM ENDING JUNE 30, 1921

PUBLIC SCHOOLS	Enrolment	Average Attendance	Av. Monthly Percentages
St. Albert.....	113	98.27	90.3
Edmonton.....	12,157	9,751.31	88.7
Calgary.....	11,890	9,755.16	89.3
Thibault.....	111	83.05	90.8
Macleod.....	369	280.79	87.1
Lethbridge.....	2,325	1,913.86	91.4
Medicine Hat.....	2,501	1,721.13	86.4
Fort Saskatchewan.....	254	189.76	87.2
Gleichen.....	201	160.50	87.6
Red Deer.....	768	589.65	88.3
Pincher Creek.....	252	197.19	86.3
High River.....	373	297.52	90.4
Okotoks.....	177	150.39	91.6
Innisfail.....	310	235.00	86.9
Olds.....	281	224.68	89.3
Lacombe.....	414	297.88	89.5
Wetaskiwin.....	553	466.23	91.7
Leduc.....	235	180.04	86.
Ponoka.....	265	204.47	86.6
Cardston.....	573	470.48	88.3
Magrath.....	392	316.05	88.8
Blairmore.....	423	330.15	91.8
Didsbury.....	307	239.73	83.5
Raymond.....	408	350.56	93.1
Claresholm.....	369	283.28	85.9
Athabasca.....	112	88.45	90.8
Irvine.....	106	78.97	88.1
Taber.....	561	377.26	83.6
Stavely.....	108	83.73	86.7
Coleman.....	633	378.24	81.7
Granum.....	120	82.47	87.
Camrose.....	516	407.20	87.6
Vermilion Centre.....	377	275.49	88.2
Stettler.....	468	323.33	87.1
New Vegreville.....	424	329.38	85.5
Daysland.....	132	104.44	90.7
Strathmore.....	169	130.17	86.6
Wainwright.....	251	198.27	87.5
Hardisty.....	184	144.48	85.9
Diamond City.....	55	36.19	85.7
Tofield.....	161	134.57	90.7
Carmangay.....	110	75.82	88.1
Dennis.....	111	70.80	75.2
Bassano.....	233	163.71	90.9
Castor.....	196	112.91	84.2
Redcliff.....	354	265.78	89.2
Beverly.....	249	188.74	86.2
Edson.....	220	173.06	88.4
Coronation.....	184	134.75	84.
Drumheller.....	750	483.51	83.
Hanna.....	310	205.06	82.4
Grouard.....	114	83.76	90.
Peace River.....	189	132.91	83.1
Grand Prairie.....	164	131.87	89.8

TABLE SHOWING ATTENDANCE IN TOWN SCHOOLS DURING THE
TERM ENDING JUNE 30, 1921

Roman Catholic Separate Schools	Enrolment	Average Attendance	Av. Monthly Percentages
Calgary.....	1,221	970.66	88.2
Edmonton.....	1,384	1,120.90	90.5
Holy Cross.....	41	27.48	85.5
Lethbridge.....	442	376.97	92.2
Sacred Heart.....	60	53.21	93.3
St. Martin's.....	130	99.06	93.
North Red Deer.....	115	96.21	96.9
Pontmain.....	114	89.35	88.5
St. Louis.....	136	106.30	92.2
Theresetta.....	117	69.50	92.2

Average of monthly percentages of attendance for all town schools during term for the months actually operated, 88.1.

The following schools were in operation during the term ending June 30, 1921:

120 days and over.....	451
Less than 120 and more than 100 days.....	1,261
Less than 100 and more than 80 days.....	401
Less than 80 and more than 60 days.....	206
Less than 60 and more than 40 days.....	252
Less than 40 and more than 20 days.....	138
Less than 20 days.....	37

Total..... 2,746

The schools operating less than 40 days were those newly organized.

TEACHERS' SALARIES, 1921

RURAL SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male	130	\$2,300	\$1,020	\$1,258.72
First Female	311	1,560	900	1,203.48
Second Male	322	1,600	900	1,230.00
Second Female	1,191	1,680	840	1,194.56
Third Male	121	1,680	945	1,194.43
Third Female	399	1,500	840	1,171.30
Permit Male	301	1,500	840	1,136.10
Permit Female	469	1,440	780	1,103.86
*Pending Male	22	1,320	950	1,128.18
*Pending Female	66	1,500	630	1,130.04
Special Male	Nil	....	....	....
Special Female	Nil	....	....	....

ROMAN CATHOLIC SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male	2	\$2,150	\$2,000	\$2,075.00
First Female	39	1,500	700	1,125.43
Second Male	10	2,100	700	1,385.00
Second Female	56	1,800	600	1,070.53
Third Male	Nil	....	....	....
Third Female	3	1,200	840	1,013.33
Permit Male	Nil	....	....	....
Permit Female	Nil	....	....	....
*Pending Male	Nil	....	....	....
*Pending Female	2	1,000	700	850.00
Special Male	Nil	....	....	....
Special Female	Nil	....	....	....

TOWN SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male	180	\$3,500	\$1,100	\$2,233.75 \$2,233.75
First Female	327	2,900	1,000	1,514.11
Second Male	57	2,900	1,100	1,813.24
Second Female	639	2,400	700	1,339.37
Third Male	3	3,200	1,200	2,083.33
Third Female	26	1,500	900	1,205.00
Permit Male	Nil	....	....	....
Permit Female	Nil	....	....	....
*Pending Male	4	2,150	1,400	1,887.50
*Pending Female	9	1,750	1,000	1,316.66
Special Male	33	2,900	1,500	2,346.97
Special Female	32	2,600	750	1,925.31

*Teachers whose standing has not been determined for Alberta.

TEACHERS' SALARIES, 1921.

VILLAGE SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male	41	\$2,400	\$ 960	\$1,676.09
First Female	45	1,800	840	1,309.33
Second Male	46	1,800	1,200	1,504.89
Second Female	158	1,920	945	1,233.76
Third Male	8	1,500	1,050	1,281.25
Third Female	38	1,500	780	1,199.52
Permit Male	Nil	....	....	....
Permit Female	4	840	780	825.00
*Pending Male	Nil	....	....	....
*Pending Female	3	1,300	1,200	1,233.33
Special Male	Nil	....	....	....
Special Female	Nil	....	....	....

CONSOLIDATED SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male	37	\$2,400	\$1,300	\$1,750.95
First Female	34	1,800	1,150	1,316.47
Second Male	23	2,160	1,100	1,539.58
Second Female	98	1,600	1,000	1,257.81
Third Male	3	1,500	1,440	1,446.66
Third Female	18	1,590	1,000	1,173.86
Permit Male	3	1,920	600	1,366.66
Permit Female	1	1,200	1,200	1,200.00
*Pending Male	Nil	....	....	....
*Pending Female	5	1,320	600	1,104.00
Special Male	Nil	....	....	....
Special Female	1	650	650	650.00

IN ALL SCHOOLS.

Class of Certificate	Number of Teachers	Salaries Paid		
		Highest	Lowest	Average
First Male	390	\$3,500	\$ 960	\$1,803.50
First Female	756	2,900	700	1,345.18
Second Male	458	2,900	700	1,349.12
Second Female	2,142	2,400	600	1,240.30
Third Male	135	3,200	840	1,225.67
Third Female	484	1,500	780	1,174.44
Permit Male	304	1,500	600	1,138.72
Permit Female	474	1,440	780	1,081.18
*Pending Male	26	2,150	950	1,245.00
*Pending Female	85	1,750	600	1,145.32
Special Male	33	2,900	1,500	2,346.97
Special Female	33	2,600	650	1,886.66

*Teachers whose standing has not been determined for Alberta.

NUMBER OF SCHOOLS IN OPERATION DURING 1920 AND DURING THE
FIRST TERM OF 1921, AND NUMBER OF DEPARTMENTS IN EACH.

Schools Having	Total Schools		Total Departments	
	1920	June Term 1921*	1920	June Term 1921*
1 department	2,589	2,489	2,589	2,489
2 departments	92	104	184	208
3 "	56	60	168	180
4 "	26	28	104	112
5 "	18	18	90	90
6 "	12	11	72	66
7 "	4	6	28	42
8 "	4	4	32	32
9 "	4	3	36	27
10 "	6	5	60	50
11 "	2	5	22	55
12 "	3	3	36	36
13 "	1	1	13	13
14 "	1	1	14	14
17 "	1	1	17	17
18 "	1	..	18	..
19 "	..	1	..	19
31 "	..	1	..	31
38 "	1	..	38	..
43 "	1	1	43	43
54 "	1	..	54	..
55 "	..	1	..	55
69 "	1	..	69	..
77 "	..	1	..	77
285 "	1	..	285	..
294 "	..	1	..	294
317 "	1	..	317	..
326 "	..	1	..	326
	2,826	2,746*	4,289	4,276*

*Several schools in operation have failed to send in statistical returns.

1. Aggregate number of days attended during the half-year.....	9,643,708.5
2. Average number attending each day.....	89,401.35
3. Average number of days schools were open during half-year.....	96.9
4. Average number of days pupils attended during half-year.....	78.2
5. Average number of days lost by pupils during half-year.....	41.8
6. Percentage of total attendance in average attendance.....	73.5
7. Percentage proportion of Secondary to Elementary Grades.....	5.72

STATEMENT SHOWING ENROLMENT, AVERAGE ATTENDANCE, TEACHERS' SALARIES, ETC., FOR EACH YEAR FROM 1906 TO 1921 INCLUSIVE.

Year	No. of Pupils Enrolled		Daily Average Attendance of Pupils		Amount Expended on Teachers' Salaries	Total No. Teachers Employed	No. of School Districts	No. School Districts Erected Each Year	Value of School Buildings and Grounds	Value of School Libraries	Excess of Assets over Liabilities
	Rural	Town and Village	Rural	Town and Village							
1906	14,576	14,208	7,395.34	7,386.73	\$ 386,107.99	729	742	144	\$ 926,706.26	\$ 10,384.49	\$ 607,678.45
1907	16,344	17,994	8,108.25	9,202.51	497,745.78	1,210	898	156	1,946,869.28	16,490.25	1,486,273.67
1908	19,599	20,054	10,104.32	8,819.44	592,222.64	1,468	1,066	168	2,553,060.43	22,879.20	1,125,362.70
1909	23,165	22,883	12,498.87	9,826.19	758,815.51	1,815	1,245	179	3,531,363.57	30,409.52	2,615,321.78
1910	29,835	25,472	15,577.58	14,033.87	908,045.12	2,217	1,496	251	4,643,612.94	39,302.70	2,941,474.49
1911	32,098	29,562	16,252.65	16,304.11	1,144,583.75	2,651	1,778	282	7,371,639.52	50,950.28	4,078,812.02
1912	36,399	34,645	19,513.65	19,712.95	1,411,200.65	3,054	2,019	241	9,908,492.24	75,327.30	4,995,691.25
1913	39,287	40,622	21,350.65	24,537.36	1,672,525.93	3,298	2,236	217	12,110,978.06	76,468.38	5,359,211.04
1914	46,550	43,360	26,030.23	28,552.69	2,050,697.01	3,978	2,360	124	13,442,987.54	86,597.74	6,189,898.57
1915	51,207	46,079	30,141.68	30,970.32	2,244,963.69	4,218	2,489	129	13,834,839.12	111,839.97	6,836,241.52
1916	47,987	51,223	27,082.80	33,188.59	2,421,404.48	4,607	2,624	135	14,165,097.25	134,387.70	8,452,140.36
1917	54,182	53,545	30,697.64	34,677.23	2,620,085.54	5,133	2,773	149	14,486,014.29	150,690.62	9,069,982.43
1918	48,880	62,229	28,961.28	39,527.37	2,860,351.67	5,652	2,964	191	14,863,976.33	191,387.86	8,837,683.37
1919	53,238	68,329	31,334.04	43,441.56	3,560,317.58	4,902	3,106	142	15,892,920.05	224,971.07	9,990,849.44
1920	59,886	75,864	34,935.05	47,481.63	4,371,508.02	5,014	3,215	109	16,824,719.25	252,691.19	11,573,173.18
1921	*67,967	*56,361	*50,179.18	*39,222.17	†5,213,011.25	†5,320	†3,301	†86	†18,055,485.51	†301,364.86	†12,558,363.17

*For the first term only.

†For calendar year.

RECEIPTS AND EXPENDITURES

Summary of Receipts and Expenditures of School Districts for the Year

RECEIPTS

Cash on hand January 1st, 1921.....	\$ 1,038,103.94
Proceeds from Debentures.....	814,008.38
Taxes collected.....	7,432,936.26
Government Grants.....	1,146,721.95
Pupils' fees.....	39,455.66
Borrowed by note.....	2,321,144.14
Amount advanced by treasurers.....	10,330.79
Received from other sources.....	273,454.84
	\$13,076,155.96

EXPENDITURES

Teachers' salaries.....	\$ 5,213,011.25
Officials' salaries.....	298,002.91
Paid on debentures.....	1,141,659.83
Paid on notes (renewals and interest).....	2,218,781.77
School buildings and repairs.....	1,120,850.88
School grounds.....	159,263.53
School furniture.....	205,363.01
Library and reference books.....	30,916.38
Apparatus and equipment.....	64,493.66
Supplies and stationery, etc.....	226,935.08
Caretaking and fuel.....	771,555.61
Insurance.....	68,322.55
Other expenditures.....	615,331.91
Balance on hand December 31, 1921.....	941,667.59
	\$13,076,155.96

COMPARATIVE STATEMENT showing Receipts and Expenditures of Town, Village and Rural School Districts for the Year.

Receipts	Town and Village Districts	Rural Districts
Cash on hand January 1, 1921.....	\$ 455,508.98	\$ 582,594.96
Proceeds of debentures.....	502,958.74	311,049.64
Taxes collected ..	4,502,799.42	2,930,136.84
Government Grants	592,368.04	554,353.91
Pupils' fees	27,470.23	11,985.43
Borrowed by note	1,273,724.94	1,047,419.20
Amount advanced by treasurers.....	2,622.65	7,708.14
Other sources	184,916.13	88,538.71
	\$7,542,369.13	\$5,533,786.83
Expenditures		
Teachers' salaries	\$2,806,189.27	\$2,406,821.98
Officials' salaries	154,307.81	143,695.10
Paid on debentures	875,548.03	266,111.80
Paid on notes (renewals and interest).....	1,232,207.26	986,574.51
School buildings and repairs.....	670,081.54	450,769.34
School grounds	82,571.46	76,692.07
School furniture	93,272.94	112,090.07
Library and reference books.....	9,331.00	21,585.38
Apparatus and equipment.....	46,076.21	18,417.45
Supplies, stationery, etc.....	151,256.36	75,678.72
Caretaking and fuel.....	523,381.02	248,174.59
Insurance	38,858.01	29,464.54
Other expenditures	423,687.12	191,644.79
Balance on hand December 31, 1921.....	435,601.10	506,066.49
	\$7,542,369.13	\$5,533,786.83

SUMMARY OF ASSETS AND LIABILITIES OF ALL SCHOOL DISTRICTS FOR THE YEAR

ASSETS

Cash on hand.....	\$ 941,667.59
Arrears of taxes due.....	4,255,159.15
Estimated value of lands and buildings.....	18,055,485.51
Estimated value of furniture and apparatus.....	2,157,470.87
Estimated value of school libraries.....	301,364.86
Other assets.....	811,107.64
	\$26,522,255.62

LIABILITIES

Teachers' salaries.....	\$ 222,415.50
Debenture indebtedness	11,006,299.65
Outstanding accounts	2,726,777.56
Amounts due treasurers for money advanced	8,399.74
Excess of assets over liabilities	12,558,363.17
	\$26,522,255.62
Total insurance of property	\$12,617,052.25

COMPARATIVE STATEMENT showing Assets and Liabilities of Town,
Village and Rural Districts for the Year 1921.

Assets	Town and Village Districts	Rural Districts
Cash on hand	\$ 435,601.10	\$ 306,066.49
Arrears of taxes due	2,249,576.27	2,005,582.88
Estimated value of land and buildings.....	13,814,222.59	4,241,262.92
Estimated value of furniture and apparatus....	1,153,348.85	1,004,122.02
Estimated value of school libraries.....	89,833.10	211,531.76
Other assets	725,748.50	85,359.14
	\$18,468,330.41	\$8,053,925.21
Liabilities		
Teachers' salaries	\$ 35,976.35	\$ 186,439.15
Debenture indebtedness	9,632,398.84	1,373,900.81
Outstanding accounts	1,830,234.86	896,542.70
Amounts due treasurers	1,946.17	6,453.57
Excess of assets over liabilities	6,967,774.19	5,590,588.98
	\$18,468,330.41	\$8,053,925.21

POST-SCHOOL RECORD OF PUPILS

Statistics of Pupils 15 Years of Age and Over who left the Schools of Cities, Towns, Villages and Consolidations between July 1, 1920, and June 30, 1921.

1. Number of pupils leaving to attend—	Totals
(a) Normal Schools	169
(b) Universities and Institute of Technology and Art.....	115
(c) Business Colleges	117
(d) Other Schools	566
	967
2. Number of pupils who left the district	1237
3. Number who died	28
4. Number permanently at home owing to ill health.....	75
	2307
5. Number at Work—	

GIRLS

Grades	7 and under	8	9	10	11	12	Total
(a) At Home	116	106	101	70	33	14	440
(b) In Domestic Service	16	24	10	5	2	..	57
(c) In Shops and Offices.....	12	36	29	128	8	2	215
(d) In Factories	5	5	..	2	4	..	16
(e) Learning a Trade	1	9	9	12	4	..	35
(f) In other occupations, such as delivering messages, etc.	2	3	5	3	18	17	48
(g) In occupations not known	21	10	18	9	10	2	70
Totals	173	193	172	229	79	35	881

BOYS

Grades	7 and under	8	9	10	11	12	Total
(a) At Home (farming, etc.).....	136	81	58	34	18	7	334
(b) In Shops and Offices as Clerks...	18	18	52	51	13	13	165
(c) In Factories, Mines, etc.	9	17	13	8	4	..	51
(d) Learning a Trade	15	10	12	7	16	7	67
(e) In other occupations, such as messengers, delivery boys, etc...	18	21	16	4	5	4	68
(f) In occupations not known.....	40	29	20	13	10	4	116
Totals	236	176	171	117	66	35	801

6. Number Not at Work—

Grades	7 and under	8	9	10	11	12	Total
(a) Girls	38	23	24	11	6	..	102
(b) Boys	27	15	11	4	1	..	58
Totals	65	38	35	15	7	..	160

REPORT OF PRIVATE SCHOOLS

Elementary and Secondary for the Scholastic Year ending June 30, 1921.

Number of Private Schools reporting 21

	Male	Female	Total
Number of Teachers in residence	35	59	94
Number of Teachers not in residence.....	26	16	42
Number of Pupils in residence	720	727	1447
Number of Pupils not in residence	335	492	827
Number of Pupils also enrolled in publicly controlled schools	48	114	162
Number of Pupils doing work of elementary grades.....	662	709	1371
Number of Pupils doing work of secondary grades.....	351	411	762
Number of Pupils doing special work only	42	99	141

TOTAL ENROLMENT 2274

Average daily attendance 2001

Average number of days school operated..... 193

Length of course in years 6 to 12

SCHOOLS UNDER CONTROL OF:

(a) Church	7
Corporation	3
Society	6
Private Individuals	5
(b) Religious Denominations	15
Non-sectarian	6

TEACHERS' QUALIFICATIONS, CLASS OF WORK, ETC.

CLASS OF WORK:	No. of Teachers
More than half time given to Elementary grades.....	48
More than half time given to Secondary grades.....	81
More than half time given to Technical, Special or Commercial work	7
	136

ACADEMIC QUALIFICATIONS:

M.A.	4
B.A.	30
University Graduates	19
D.D.	2
B.Se.	2
First Class	23
Second Class	14
Third Class	2
Normal Graduates	4
Special	7
Others	29
	136

YEARS OF TEACHING EXPERIENCE:

1- 5	66
5-10	43
10-15	12
15-20	10
Over 20	5

The average yearly salary for all Teachers\$1,135.00

PRIVATE SCHOOLS
DISTRIBUTION OF PUPILS BY SEX, GRADE, AND AGE LAST BIRTHDAY.
School Year Ended June 30, 1921.

Compiled from 21 Schools.

	Sex	5 yrs. and under	6 yrs. yrs.	7 yrs. yrs.	8 yrs. yrs.	9 yrs. yrs.	10 yrs. yrs.	11 yrs. yrs.	12 yrs. yrs.	13 yrs. yrs.	14 yrs. yrs.	15 yrs. yrs.	16 yrs. yrs.	17 yrs. yrs.	18 yrs. yrs.	19 yrs. yrs.	20 yrs. yrs.	21 yrs. yrs.	Total
Kindergarten	Boys	12	8																20
	Girls	20	12																32
Grade I.	Boys	7	32	25	31	15	4	5	5	1				1					126
	Girls	14	41	33	28	18	5	2	4	1									146
Grade II.	Boys		2	8	20	16	18	6	5	2			2						82
	Girls		2	5	32	18	17	5	3	1			1						88
Grade III.	Boys			5	12	23	16	8	7	5			2						84
	Girls			7	11	26	19	5	7	2			3		1				87
Grade IV.	Boys				2	15	28	18	10	9			3		1			1	97
	Girls				2	10	21	17	15	8			3		1				85
Grade V.	Boys					4	10	25	6	5			3		2				59
	Girls				1	2	17	28	12	2			4		2				80
Grade VI.	Boys						4	12	14	11			2		1				58
	Girls						3	15	12	15			3		1				61
Grade VII.	Boys						2	14	16	18			4		1				76
	Girls						3	12	13	17			7		1		1		72
Grade VIII.	Boys						1	10	10	11			9		2		2		60
	Girls							7	11	12			6		1		2		58
Grade IX.	Boys								1	5			22		5		5		121
	Girls									6			30		12		4		142
Grade X.	Boys									2			20		12		7		115
	Girls									4			22		27		15		176
Grade XI.	Boys												8		33		16		137
	Girls												21		32		19		182
Grade XII.	Boys												12		41		30		20
	Girls												1		4		3		10
Totals by Sex .	Boys	19	42	38	65	73	83	98	74	69	81	89	81	79	62	37	36	29	1055
	Girls	34	55	45	74	74	85	91	77	68	89	93	111	107	91	56	45	24	1219
Grand Totals .		53	97	83	139	147	168	189	151	137	170	182	192	186	153	93	81	53	2274

PRIVATE SCHOOLS.

DISTRIBUTION OF PUPILS IN SECONDARY GRAD'S BY SUBJECTS OF INSTRUCTION.

ACADEMIC COURSE

Subject	Grade IX.		Grade X.		Grade XI.		Grade XII.		Totals By Sex		Grand Totals
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Algebra	57	93	59	93	57	88	18	6	191	280	471
Arithmetic and Mensuration	85	93	26	8	79	96	..	..	190	197	387
Botany	44	79	40	90	..	..	..	..	84	169	253
Chemistry	..	..	..	..	53	89	12	9	65	98	163
Civics	3	9	40	83	36	50	..	1	79	143	222
English Composition	88	97	71	84	66	87	20	10	245	278	523
English Literature	93	97	78	84	71	90	20	10	262	281	543
French (oral)	67	37	74	47	37	37	18	6	196	127	323
French (other than oral) ..	59	37	58	47	37	37	18	6	172	127	299
General Elementary Science ..	53	71	8	30	..	1	..	..	61	102	163
Geography, General	30	4	45	67	19	..	14	..	108	71	179
Geography, Physical	30	4	67	89	19	..	14	..	130	93	223
Geometry	65	93	66	93	56	73	8	5	195	264	459
German	..	..	..	3	..	7	2	4	2	14	16
Greek	5	..	7	..	19	..	14	..	45	..	45
History, Ancient	27	..	..	2	47	94	4	6	78	102	180
History, British	82	106	45	20	24	23	14	..	165	149	314
History, Canadian	48	22	44	72	..	5	..	..	92	99	191
History, European	32	..	26	..	19	13	20	9	97	22	119
Latin	41	38	53	44	33	29	18	6	145	117	262
Physics	49	72	52	79	42	76	12	10	155	237	392
Trigonometry	..	..	..	..	3	..	12	10	15	10	25
Zoology	44	77	40	90	3	..	6	..	93	167	260

COMMERCIAL COURSE

Book-keeping	30	26	8	1	19	2	5	6	62	35	97
Business Law	30	36	8	1	..	..	19	6	57	43	100
Stenography	23	33	8	1	..	2	4	6	35	42	77
Typewriting	25	41	8	1	..	1	6	6	39	49	88

TECHNICAL AND SPECIAL COURSE

Agriculture	1	..	..	..	25	63	..	..	26	63	89
Art	59	91	40	79	..	5	..	..	99	175	274
Domestic Science	..	32	..	21	..	13	..	..	..	66	66
Physical Culture	10	41	3	29	8	38	..	6	21	114	135
Military Drill	15	..	9	..	6	..	4	..	34	..	34
Music	19	45	13	46	8	41	5	2	45	134	179
Mechanical Drawing	2	6	..	3	..	5	..	..	2	14	16
Manual Training	10	6	2	10	..	5	..	..	12	21	33

REPORT OF BUSINESS COLLEGES (PRIVATE)

For the Scholastic Year Ending June 30, 1921.

Number of Business Colleges reporting 5

	Male	Female	Total
Number of Instructors	15	31	46
Number of Students enrolled.....	1103	1552	2655
Number of Students in day courses.....	859	1194	2053
Number of Students in night courses (not also in day courses)	244	358	602

AVERAGE NUMBER OF DAYS COLLEGES OPERATED:

For day courses 228
 For night courses 88

AVERAGE NUMBER OF HOURS OF SESSION:

For day courses 5.48
 For night courses 2.43

SYSTEMS OF SHORTHAND

Number of
Students

Gregg 308
 Pitman 398

COURSES OR COMBINATION OF COURSES.

	Students During Year			
	Day Courses		Night Courses	
	Male	Female	Male	Female
BUSINESS:				
Book-keeping	141	32	121	148
Typewriting	50	360	88	60
Telegraphy	65	16	25	5
Accounting	11	..	..	..
Office Routine	72	66	88	275
CORRESPONDENCE:				
Commercial	25	20	..	..
Academic	30	10	..	..
MUSIC:				
Piano, organ, violin, etc.	325	675	..	..
EXPRESSION AND PHYSICAL CULTURE ...	20	60	..	..
ART	..	7	..	..
Total	739	1246	322	488

TUITION FEES:

By Month For Course

Day courses \$18.00 \$135.00
 Night courses 12.50

NORMAL TIME FOR GRADUATION:

Day or night courses 6 to 10 months

STUDENTS IN FOLLOWING BRANCHES OR SUBJECTS

SUBJECT	Students	
	Men	Women
Arithmetic, Commercial.....	241	225
Arithmetic of Investment.....	65	18
Auditing.....	10	...
Book-keeping.....	262	180
Banking.....	58	47
Business Practice.....	237	284
Business Organization and Management.....	32	15
Civics.....	150	100
Commercial Law.....	144	98
Commercial Geography.....	51	10
Correspondence.....	282	576
Economic Geography.....	23	80
English Literature.....	150	100
English Composition.....	150	100
Filing.....	75	402
French.....	40	20
Business Papers.....	156	124
Office Routine.....	160	341
Penmanship.....	201	352
Rapid Calculation.....	211	203
Secretarial Duties.....	48	280
Spelling.....	412	207
Adding Machine.....	40	159
Dictaphone.....	2	54
Mimeograph.....	5	25
Typewriting.....	138	420

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1921

Name	No.	Date of Erection	Twp.	Rge.	M.	Trustee
Willow Hill	4003	Jan. 10, 1921..	46	19-20	4	Norman Bradley
Superior	4004	Jan. 10, 1921..	26	3-4	4	A. Fox
Richview	4005	Jan. 21, 1921..	30-31	12-13	4	C. F. St. Amour
Bear Creek	4006	Jan. 21, 1921..	63-64	26-27-1	4-5	A. High
Little Valley	4007	Jan. 25, 1921..	35-36	19	4	R. Craston
Middle Creek	3950	Feb. 1, 1921..	57-58	4-5	4	A. H. Wilcox
Square Butte	4008	Jan. 31, 1921..	20-21	4	5	E. Silvester
Wolfe	4010	Jan. 31, 1921..	39-40	3-4	5	E. Ako
Gifford	4011	Feb. 2, 1921..	60-61	7-8	4	Nik Kostinuk
Stella	4012	Feb. 15, 1921..	35-36	7-8	4	C. Harding
Island	4013	Feb. 17, 1921..	39	15	4	B. Hronek
Palm	4014	Feb. 17, 1921..	60-61	4-5	4	A. Lambert
Jarvie	4015	Feb. 17, 1921..	62-63	26-27-1	4-5	J. L. Trickett
Abee	4016	Feb. 19, 1921..	60-61	20-21	4	H. A. Friebe
Tudor	4017	Feb. 19, 1921..	60-61	21-22	4	T. H. Dowdle
Chicken Lake	4018	Feb. 23, 1921..	59-60	7-8	4	Thos. Passingham
Robin Hood	4019	Mar. 5, 1921..	56	24-25	4	B. Morris
Rocky Buttes	4020	Mar. 21, 1921..	18-19	20-21	4	C. E. Hellevang
Sunibend	4021	Mar. 21, 1921..	61	27-1	4-5	O. P. Adair
Millbank	4022	Mar. 31, 1921..	51	6-7	5	Ed. Engstrom
Radom	4023	Apr. 4, 1921..	56	20-21	4	C. Becker
Low Level	4024	Apr. 6, 1921..	59	15-16	4	M. M. O'Brien
G. X.	4025	Mar. 30, 1921..	26	21	4	J. A. Campbell
Square Deal	4026	Apr. 16, 1921..	25-26	10-11	4	F. J. Moullet
Lakes	4027	Apr. 20, 1921..	36-37	7-8	4	A. R. Jones
Golden Centre ...	4028	Apr. 20, 1921..	30	5	4	J. A. Walper
Prairie Queen ...	4029	Apr. 21, 1921..	15-16	18-19	4	Wm. Lanson
Geddes	4030	Apr. 22, 1921..	23-24	11-12	4	J. Roberts
Pollockville	4031	Apr. 22, 1921..	24-25	11-12	4	R. G. Whidden
Onward	4032	Apr. 22, 1921..	36-37	10	4	C. Luke
Grant	4033	May 5, 1921..	23-24	2-3	4	R. Carr
Shining Bank	4034	May 5, 1921..	56-57	14-15	5	J. M. Palframsie
Craigellachie	4035	May 5, 1921..	69-70	10-11	6	T. Metcalf
Round Prairie ...	4036	May 11, 1921..	32-33	10	4	M. R. Leonard
Beynon	4037	May 14, 1921..	27	20-21	4	G. L. Hanson
Esther	4038	May 17, 1921..	31-32	3	4	O. O. Olsen
Turner	4039	May 23, 1921..	20	2-3	5	J. F. Boyce
Lynn Lawn	4040	May 23, 1921..	31	6-7	4	P. Crofts
Edward Lake	4009	June 2, 1921..	63	3-4	4	O. Berg
Zoria	4041	June, 8, 1921..	57	19	4	A. Stodola
Grandcourt	4042	June 13, 1921..	34-35	21	4	J. W. Murray
Dunbarney	4043	June 20, 1921..	35-36	18	4	R. E. Wilson
Allan Cameron ...	4044	June 30, 1921..	21	14-15	4	A. R. Merritt
East Coulee	4045	July 20, 1921..	26-27	18	4	F. N. Rinehart
Bray Lake	4046	Aug. 2, 1921..	17-18	6-7	4	T. Norsker
Emslie	4047	Aug. 2, 1921..	22-23	6	4	A. J. Lavik
Princess	4048	Aug. 2, 1921..	20	12	4	G. O. Radcliffe
Sunberry Valley ..	4049	Aug. 2, 1921..	33	6	5	S. R. Russell
Trego	4050	Aug. 2, 1921..	20-21	24	4	A. W. Field
Crafts	4051	Aug. 12, 1921..	57-58	5	5	O. H. Sollied
Compeer Village ..	4052	Aug. 15, 1921..	33	1	4	C. T. Chesterman
Vauxhall	4053	Aug. 22, 1921..	12-13	16	4	E. E. Bain
Wheatacres	4054	Aug. 24, 1921..	26	22-23	4	P. Geeraert
Chesterfield	4055	Aug. 26, 1921..	29-30	6-7	4	W. C. Agar
Treaty Hill	4056	Aug. 31, 1921..	40-41	11-12	4	S. H. Pickering
Meadowland	4057	Sept. 7, 1921..	31	13-14	4	W. R. Curtis
Salt Prairie	4058	Sept. 14, 1921..	77	14	5	J. A. Moore
Wheatland View ..	4059	Sept. 14, 1921..	25	2-3	4	Mrs. A. H. Boulter
Stoneyhurst	4060	Sept. 15, 1921..	25-26	1	4	E. J. Neilson
Whalley Range ...	4061	Sept. 15, 1921..	35	20-21	4	H. C. Durieux
Padstow	4062	Sept. 15, 1921..	56	7-8	5	A. J. Penny

SCHOOL DISTRICTS ERECTED DURING THE YEAR 1921—Continued.

Name	No.	Date of Erection	Twp.	Rge.	M.	Trustee
Rising Sun	4063	Sept. 15, 1921..	23-24	18-19	4	Jenfs Narre
Makepeace	4064	Sept. 15, 1921..	22-23	19-20	4	E. C. Martin
Glenalva	4065	Sept. 19, 1921..	30-31	6- 7	4	W. W. Glenn
Grandin	4066	Sept. 21, 1921..	63-64	12-13	4	J. Ledoux
Big Beaver	4067	Sept. 21, 1921..	64	12-13	4	G. S. Liddle
Dunbar	4068	Sept. 23, 1921..	4	18-19	4	G. Matson
Hardieville	4069	Sept. 27, 1921..	9	21-22	4	A. J. Watson
Big Eddy	4070	Sept. 28, 1921..	52-53	18	5	N. Armstrong
Mountain Trail ..	4071	Oct. 3, 1921..	71-72	9	6	L. C. Ferguson
Nashua	4072	Oct. 8, 1921..	52	7	5	W. D. Savage
Big Meadows	4073	Oct. 8, 1921..	75	15	5	P. Neilson
Mount Carmel ...	4074	Oct. 19, 1921..	30	19	4	J. Elliott
Collieries	4075	Oct. 28, 1921..	35	20	4	P. H. Thibaudeau
Conrad	4077	Nov. 3, 1921..	61	11-12	4	H. Strickler
Brownlee	4078	Nov. 21, 1921..	12-13	1	4	T. Hargrave
Antelope Cut	4076	Nov. 3, 1921..	10	4- 5	4	H. D. Cartwright
North Slope	4079	Dec. 8, 1921..	14	15-16	4	D. H. Mackenzie
Lac Canard	4080	Dec. 14, 1921..	56-57	9	4	G. Fakas
Rochfort	4081	Dec. 15, 1921..	57	7- 8	5	J. G. Griffith
De Bolt	4082	Dec. 21, 1921..	71-72	26- 1	5-6	E. Mehlum
Limeson	4083	Dec. 28, 1921..	50-51	5	5	J. W. Rowlands
Robson Lake	4084	Dec. 29, 1921..	28	20-21	4	G. E. Anderson
Halladay	4085	Dec. 29, 1921..	27-28	12-13	4	U. T. Spence
Spencer	4086	Dec. 31, 1921..	49	1	4	W. D. Price

CONSOLIDATED SCHOOL DISTRICTS

Name	No.	Date of Erection	Twp.	Rge.	M.	Trustee
Eight Mile Lake..	74	July 13, 1921....	9-10	20-21	4	
Buffalo Lake	75	Sept. 20, 1921....	73-74	7- 8	6	

RURAL HIGH SCHOOL DISTRICTS

Name	No.	Date of Erection	Twp.	Rge.	M.	Trustee
Irma	1	Sept. 12, 1921....	44-45-46	8- 9	4	
Fleet	2	Sept. 23, 1921....	35-36-37-38	12-13	4	

INDEX

	Page
Accommodation in Secondary Schools	14
Aggregate Attendance of Pupils	127
Alberta Educational Association	28
Attendance—	
Aggregate Attendance	127
Attendance of Pupils by Months	127
Attendance in Town Schools	128
Average age of Pupils	124
Average Attendance	133
Classification	123
Comparative Statement of Attendance in Graded and Ungraded Schools	123
Distribution of Pupils by Grades	125
Enforcement of Attendance Act	100
Pupils leaving School at 15 years of Age	126
Percentage of Attendance	129
Board of Conciliation	13
Buildings	85
Business Colleges	141
Calgary Normal School	35
Camrose Normal School	41
Certificates granted by the Department	32
City Schools	78
Classification of Pupils	133
Community Activities	90
Comparative Statement of Attendance in Graded and Ungraded Schools	123
Consolidation—	
Consolidated Schools Erected in 1921	144
No. of Consolidated Schools	18
Reports on Consolidated Schools	73
Secondary Consolidated School Act	12, 19
Contracts for School Buildings approved	108
Conventions and Institutes	28, 39, 83, 96
Cost of Education	134
Curriculum Revision	27
Debentures	107
Distribution of Pupils by Grades	125
Duties of Inspectors	49
Edmonton Normal School	46
Educational Progress in Rural Schools	53
Educational Progress in City Schools	78
Enforcement of Attendance Act	100
Enrolment and Average Attendance in Alberta Schools	133
Equipment	85
Evening Classes	22
Examinations	30
Fairs	90

	Page
Foster Children in Alberta Homes	94
Free Readers	106
General Statistics	121
Grants for Secondary Education	73
Grounds	85
Health Supervision	93
High School Grades in Rural Schools	70
High School Inspection	14
High School Work in Urban Centres	75
Household Economics	115
Inspection—	
Duties of Inspectors	49
Educational Progress	53
Educational Progress in City Schools	78
Inspection of High Schools	14
Inspections made during year	51
Inspectoral Divisions	52
Medical Inspection	82
Number of Inspectors	51
Organization of School Districts	59
School Attendance	83
Supply and Permanency of Teachers	64
Inspection of High Schools	14
Inspectoral Divisions	52
Inspectors of Public Schools	51
Institute of Technology and Art	116, 119
Libraries	85
Loans to School Districts	57
Loans to Teachers in Training	24
Manual Training	115
Map of Alberta	52
Medical Inspection	82
New Canadians—	
Report of Supervisor of Schools among New Canadians	21
Normal Schools—	
Calgary	35
Camrose	41
Edmonton	46
Official Trustees	95
Operation of Schools	34, 61, 132
Organization of Districts	59
Percentage of Attendance	129
Post-school Record of Pupils	137
Practice Schools	38, 44
Private Schools	138
Pupils leaving school at Age of 15	126
Qualifications of Teachers	67
Receipts and Expenditures	134
Registrar—	
Certificates granted in 1921	32
Departmental Examinations	30
Regulations governing Departmental Examinations	30

Residences of Teachers	22, 65
Revision of the Curriculum	27
Rural Community Activities	90
School Fairs	28, 90
School Grounds and Equipment	85
Rural High School Districts	70, 144
Salaries of Teachers	54, 130
School Attendance	83
School Buildings erected during year	108
School Districts—	
Total Number	127
No. erected during year	143
School Fairs	28, 90
Schools in Mining Centres	111
School Libraries	103
School Lunch Equipment	113
Secondary Education in Rural Schools	11
Secondary Schools—	
Accommodation	14
Curriculum	16
Teachers	15
Secondary Education in Urban Centres	75
Secondary Education in Rural Schools	11
Special Certificates	113
Summer School for Teachers	26
Summer School for Special and Vocational Teachers	115
Supply and Permanency of Teachers	64
Teachers' Bureau	34
Teachers—	
Conventions and Institutes	28, 83, 96
Qualifications	67
Salaries	130
Residences	22, 65
Supply	24, 34, 64
Training	24, 35, 41, 46
Technical Education	111
Text-books	29
Trustees' Association	12, 97
Two-room Rural Schools	13, 73
Vocational Classes	111, 117
Warning Notices	100

